

# **English Language Arts (Grades K-12)**

2017

# English Language Arts Curriculum Guide

**Tim McGill, Superintendent**  
**Missy Basnett, Director of Learning**

## **Task Force**

Scott Finch (Chair)  
Michael Belch  
Tim Dwight  
Kathleen Ellis  
Jennifer Finch  
Sunnie Gulliver  
Brian Vander Haak  
Cameron Klump  
Susanna Myburgh (Principal)  
Kate Shaffner  
Christina Stower  
Joe Torgerson  
Alice Wang

**May 2017**

**Morrison Academy**  
216 Si Ping Road  
Taichung 40679, Taiwan, R.O.C.

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# Philosophy Statement

God created all people in His image with the unique ability to understand, create, and communicate ideas. The language arts develop these abilities to appreciate and influence God's world for His glory. Therefore, Morrison offers a balanced language arts program that teaches students to read with fluency and comprehension, evaluate text and media content with discernment, listen with understanding and compassion, speak with conviction and effect, and write with clarity and persuasion. (O'Malley 1999)

# Vision for Our Language Arts Learners

## **Spiritual Discerner**

1. Students will articulate who God is and His provision for reconciliation through Jesus Christ.
2. Students will integrate biblical principles and values into reading, listening, researching, and speaking.

## **Moral and Ethical Citizen**

1. Students will make ethical decisions about copyrighted or proprietary information.
2. Students will respect persons of other ages, races, cultures, faiths, and values.
3. Students will demonstrate self-control in attitude and behavior when writing and speaking on a topic.

## **Effective Communicator**

1. Students will read and write skillfully and purposefully.
2. Students will demonstrate competence in speaking and listening.
3. Students will collaborate effectively.
4. Students will appreciate how language helps people communicate ideas, dreams, passions, information, etc., to others.

## **Life-long Learner**

1. Students will maintain intellectual curiosity through inquiry.
2. Students will utilize their unique skills and abilities to develop a love for reading and writing.

## **Wise and Responsible Steward**

1. Students will communicate with compassion.
2. Students will appreciate the power language has in communicating.

## **Critical and Creative Thinker**

1. Students will analyze, interpret, evaluate, and synthesize concepts within various genres of reading and writing.
2. Students will utilize writing and speaking skills to problem-solve effectively.
3. Students will create original products, writing pieces and speeches with high standards.
4. Students will appreciate beauty expressed in language.

# Hallmarks

## **Academic Excellence**

Language Arts skills play an integral part in developing a well-rounded learner. These skills permeate all aspects of learning in every academic subject. Morrison's Language Arts curriculum challenges students to pursue academic excellence as they analyze texts, organize and communicate their own thoughts, refine and present their thinking through research by using various technological tools. Morrison teaches students how to be critical and creative thinkers as well as effective communicators, so they can make sense of the world around them as inquisitive learners.

## **Balanced Literacy**

Balanced Literacy is an approach to reading and writing instruction that involves the explicit teaching of phonics and high-frequency words in early reading simultaneously balanced with the listening and responding to text to build a foundation for reading later on. Such a model recognizes the importance of both form (phonics, mechanics) and function (comprehension, meaning, purpose) of language arts. (Keene, Gambrell 2007)

## **Biblical Integration**

Morrison instructs students how to see the world through the lens of the Bible. We integrate scripture and worldview formation throughout our Language Arts program so that our students can communicate their beliefs in ways that are intellectually and logically coherent. Instruction utilizing Biblical integration also challenges students to seek consistency between their beliefs and actions. Our curriculum does not avoid using secular texts and resources, but uses scripture to help students see and understand the world the way it is: created perfect by God, damaged by sin, and redeemed by Christ. Students, whether Christian or not, learn to use the Bible as a powerful resource and communication tool to work toward a better world.

## **Comprehension Strategies**

Morrison emphasizes reading and writing instruction and practice in a way that empowers each student to construct meaning through the use of mentor texts across a variety of genres. Teachers use specific strategies to help students improve comprehension in whole group, small group, and individual conferences. Thinking strategies are explored through working with key ideas and details, craft and structure, and integration of knowledge and ideas.

## **Differentiated Instruction**

Morrison differentiates instruction to honor every student's pursuit of literacy. Teachers assess and act upon individual learners' readiness, interests, and learning styles. The teacher creates an inclusive environment through the use of diverse strategies for students to learn content, apply process, produce a product, and grow through assessment. Instruction and format are designed to meet the needs of individual students to advance their

reading, writing, speaking, and listening skills through whole group, small group, and individual instruction. (King-Shaver/Hunter 2009)

### **Motivation for Personalized Reading**

Morrison teachers facilitate personalized reading programs for students by collaborating with the Library/Media Center. This promotes students' choice of materials, conditioned by interest and reading level. Teachers and librarians also progressively guide students to find and assess informative, engaging, and appropriate texts online, preparing students for independent research in a BYOD environment. This approach provides students with a rich array of high-interest texts for pleasure and information.

### **Quality Assessment**

Morrison teachers use a variety of assessment strategies to help monitor and evaluate student learning. Teachers communicate standards that will be covered in a unit and how those standards will be evaluated. To guide the learning process, teachers use formative assessment to discover gaps in learning and monitor progress toward learning outcomes. This allows teachers to gather data that informs instruction and provide students with frequent and timely feedback as they learn. Other tools such as checklists, rubrics, and exemplars provide the student with clear expectations as they demonstrate understanding. Summative assessments come at the end of instruction and provide students an opportunity to demonstrate their mastery of English Language Arts standards.

### **Response to Literature**

Literature sparks students' thoughts, emotions, and imaginations in a unique way. As such, studying literature includes teaching students how to respond to ideas and peers with purpose and skill. Effective response to literature includes accurate understanding and evaluation of the merits of a piece, the ability to communicate thoughts and impressions about the piece, and the willingness to engage with other perspectives in critical and appreciative ways. Teachers will plan lessons that equip students to critically and creatively share their thoughts and insights in writing, discussion, and cooperative tasks. Students evaluate the worth and beauty of pieces of literature as they develop into Moral and Ethical Citizens.

### **Technology**

Technology (hardware, software, online and media resources, etc.) is not added to, but is integrated with, classroom instruction. Our emphasis is on the learning outcome and instructional strategy rather than the device or digital resource. Integrated technology is used to support the learning process both in and outside of the classroom. Technology is morally neutral, but the use of it is not. The teaching and reinforcement of appropriate use extends beyond strategies for effective and productive learning to discernment, ethics, and healthy choices.

### **Verbal Fluency**

In order to effectively communicate with conviction and effect, students frequently practice speaking in various contexts. This practice may take the form of reading out loud, oral interpretation, speeches, Socratic seminars, role-playing, and interviews. Teachers guide

students to use the right words, sentence structure, pronunciation, and nonverbal elements when speaking. Students also learn that speaking well corresponds to listening well.

### **Effective Writing**

Morrison equips students to write with skill and purpose by scaffolding instruction of effective writing traits across all grade levels. This upward process culminates in students' ability to develop and organize ideas, cultivate a strong writing voice, craft fluent sentences, and utilize proper conventions. Students learn to express themselves effectively across various types of writing (including narrative, informational, argumentative, and analytical writing).

# Engaged Instructional Time Requirements

[\(Refer to Procedure 295\)](#)

## CCSS for English Language Arts Organizational Strands K-12

<p><b>Reading Strand (3 Sections)</b></p> <ul style="list-style-type: none"> <li>● <b>Literature: RL</b></li> <li>● <b>Informational Text: RI</b></li> <li>● <b>Foundational Skills: RF (K–5 only)</b></li> </ul>	<p><b>Literature and Informational Text</b></p> <ul style="list-style-type: none"> <li>● Key Ideas and Details</li> <li>● Craft and Structure</li> <li>● Integration of Knowledge and Ideas</li> <li>● Range of Reading and Level of Text Complexity</li> </ul> <p><b>Foundational Skills (K–5 only)</b></p> <ul style="list-style-type: none"> <li>● Print Concepts</li> <li>● Phonological Awareness</li> <li>● Phonics and Word Recognition</li> <li>● Fluency</li> </ul>
<p><b>Writing Strand: W</b></p>	<ul style="list-style-type: none"> <li>● Text Types and Purpose</li> <li>● Production and Distribution of Writing</li> <li>● Research to Build and Present Knowledge</li> <li>● Range of Writing</li> </ul>
<p><b>Speaking and Listening Strand: SL</b></p>	<ul style="list-style-type: none"> <li>● Comprehension and Collaboration</li> <li>● Presentation and Knowledge of Ideas</li> </ul>

<b>Language Strand:L</b>	<ul style="list-style-type: none"><li>● Conventions of Standard English</li><li>● Knowledge of Language</li><li>● Vocabulary Acquisition and Use</li></ul>
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## Scope and Sequence for Kindergarten through 8th Grade

Strands	Grade Levels								
	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<i>Reading Standards for Literature</i>									
<i>Reading Standards for Informational Text</i>									
<i>Reading Standards: Foundational Skills</i>									
<i>Speaking and Listening Standards</i>									
<i>Writing Standards</i>									
<i>Language Standards</i>									

## Scope and Sequence for Ninth through Twelfth Grade

	Grade Level/Courses			
	9	10	11	12
	<i>Eng. 1 Literature or Composition</i>	<i>Eng. 2 Literature or Composition</i>	<i>Eng. 3</i>	<i>Eng. 4</i>
<i>Reading Standards for Literature</i>				
<i>Reading Standards for Informational Text</i>				
<i>Writing Standards</i>				
<i>Speaking and Listening Standards</i>				
<i>Language Standards</i>				

# Resources for Instruction

## Elementary (K-5)

### Primary Resources

#### Reading Assessment

K-3

- Developmental Reading Assessment, 2nd edition DRA2 K-3 kit with 1 year DRA2 Online for up to 25 Students  
978-0-765-27970-5 Pearson Publishing

4-5

- Developmental Reading Assessment, 2nd edition DRA@ 4-8 kit with 1 year DRA2 Online for up to 25 Students  
978-0-765-27973-6 Pearson Publishing

#### Word Study, Grammar, Vocabulary and Phonics

K

- Logic of English Foundations A-B complete Classroom Starter Set- Manuscript [SKU#: PFABMSS20](#)

1st

- Logic of English Foundations C-D Complete Set [SKU: CFCDS](#)

2nd

- Logic of English Essentials Complete Classroom Starter Set, Volume 1 and 2 Manuscript

3rd

- Logic of English *Rhythm of Handwriting* Complete Classroom starter set- cursive [SKU: PHCSS20](#)
- Logic of English *Rhythm of Handwriting* Cursive Student book [ISBN 978-1-936706-70-9](#)

K-5

- Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 4th edition, Pearson 978-0-13-223968-4

- Words Their Way with English Learners: Word Study for Phonics, Vocabulary and Spelling, 2nd edition, 978-0-13-611902-9
- Words Their Way with Struggling Readers: Word Study for Reading, Vocabulary and Spelling, Grades 4-12, 978-0-13-513521-1
- Vocabulary Their Way: Word Study with Middle and Secondary Students 978-0-13-155535-8
- Words Their Way Letter and Picture Sorts for Emergent Spellers, 2nd edition 978-0-13-514579-1
- Words Their Way Word Sorts for Derivational Relations Spellers, 2nd edition 978-0-13-514578-4
- Words Their Way Sorts for Syllables and Affixes spellers, 2nd edition 978- 0-13-514577-7
- Words Their Way: Word Sorts for Letter Name Alphabetic Spellers, 2nd edition 978-0-13-514580-7
- Words Their Way: Word Sorts for Within Word Pattern Spellers, 2nd edition 978-0-13-514843-3

### Reading and Writing

#### K-2 Expeditionary Learning:

##### K

- Units of Study for Teaching Reading, Grade K w/Trade Pack [ISBN 978-0-325-07464-1 / 0-325-07464-X / 2015 / Bundle](#)
- Units of Study for Teaching Writing Grade K w/Trade Pack [ISBN 978-0-325-08953-9 / 0-325-08953-1 / pub date not available / Bundle](#)

##### 1st

- Units of Study for Teaching Reading, Grade 1, with trade pack [ISBN 978-0-325-07465-8 / 0-325-07465-8 / 2015 / Bundle](#)
- Units of Study for Teaching Writing, Grade 1, with trade pack [ISBN 978-0-325-08954-6 / 0-325-08954-X / 2016 / Bundle](#)

##### 2nd

- Units of Study for Teaching Reading, Grade 2, with trade pack [ISBN 978-0-325-07466-5 / 0-325-07466-6 / 2015 / Bundle](#)
- Units of Study for Teaching Writing, Grade 2, with trade pack [ISBN 978-0-325-08955-3 / 0-325-08955-8 / 2016 / Bundle](#)

##### Grades 3-5

- Expeditionary Learning <http://commoncoresuccess.ededucation.org/curriculum>

K-5

- Reading A-Z <http://www.readinga-z.com>

## **Middle School (6-8)**

### **Primary Resources**

6th

- HMH Collections Grade 6 student print and online editions
- HMH Collections Grade 6 teacher print and online editions  
978-0-544-56956-0

7th

- HMH Collections Grade 7 student print and online editions  
978-0-544-56950-8
- HMH Collections Grade 7 teacher print and online editions  
978-0-544-56957-7

8th

- HMH Collections Grade 8 student print and online editions  
978-0-544-56951-5
- HMH Collections Grade 8 teacher print and online editions  
978-0-544-56958-4

## **High School (9-12)**

### **Primary Resources**

Grade 9

- Prentice Hall: *Writing Coach* with 6 year access to Writing Coach online  
9780132531436
- Pearson: *myPerspectives2017* Grade 9 Teacher Edition  
978-013-333-868-3

Grade 10

- Pearson: *myPerspectives2017* Grade 10 Teacher Edition with digital access 978-013-333-869-0
- Pearson: *myPerspectives2017* Grade 10 Blended Subscription Print Hardcover + Digital Courseware 6 year access 978-032-892-079-2

Grade 11

- Pearson *myPerspectives2017* Grade 11 Blended Subscription Print Hardcover + Digital Courseware 6 year access 978-032-892-0822-2
- Pearson *myPerspectives2017* Grade 11 Teacher Edition 978-013-333-870-6

Grade 12

- Pearson *myPerspectives2017* Grade 12 Blended Subscription Print Hardcover + Digital Courseware 6 year access 978-013-333-996-3
- Pearson *myPerspectives2017* Grade 12 Teacher Edition 978-013-333-871-3

AP English: 2016 MLA Updated Norton Introduction to Literature 12th Edition 978-0-393-62356-7

# Overview by Grade/Course

## Elementary School

### **Kindergarten**

Kindergarten offers students a language-rich experience as they begin their journey as learners. Students begin reading printed text, exploring phonics and decoding skills, and utilizing strategies to build comprehension. Students are introduced to writing skills (letter formation, expressing thoughts) through direct instruction, shared reading experiences, rhymes, poems, literature, informational texts, and stories created by children. Listening and speaking skills are modeled and practiced. Technology is introduced as a tool for learning, reading, and producing and publishing writing.

### **Grade 1**

First Graders will begin to develop greater independence as readers and writers. They will continue the balanced literacy approach in reading through the direct instruction of phonics, vocabulary, and comprehension. In writing, students will experience writing different types of text. In both reading and writing, students will experience exposure to a variety of literature, genres, informational texts, writing opportunities, and basic research skills. Listening and speaking skills will develop through individual and collaborative projects with others. Students will use technology as a learning resource with the guidance of adults.

### **Grade 2**

A variety of literature, informational texts, technology, mentor writing samples, and other resources provide ample opportunities for reading, writing, research, speaking, and listening. A stronger emphasis on reading comprehension begins as students become more fluent readers. Vocabulary and spelling are also studied through direct instruction and independent discovery. Independent reading at home is vital for continued reading and writing improvement. Students continue to use writing as a way to express thoughts, write stories, and share learning. Second graders will also explore using technology to enhance and share their learning.

### **Grade 3**

Grade 3 students work to gain independence in reading, writing, listening comprehension, and speaking skills. During reading and writing workshops, students will use close reading that focuses on significant details or patterns

in order to develop a deep, precise understanding of the text's form, craft, and meanings. Comprehension and vocabulary skills improve as students use thinking and word analysis strategies more independently. Students use the writing process and apply traits of good writing to produce their own stories, essays, and research projects. Students begin to do more research independently as well as develop presentation skills to showcase learning. The transition to cursive handwriting begins this year as well the introduction of keyboarding skills.

#### **Grade 4**

Grade 4 students will have the opportunity to integrate reading, writing, listening, and speaking skills through inquiry-based learning. During Reading and Writing Workshops, students will be able to explore a variety of genres, formulate their own opinions, and defend their thinking through text-based evidence. Students will also continue to learn more complex vocabulary and spelling skills as well as review cursive handwriting and keyboarding instruction.

#### **Grade 5**

In Grade 5, students use the skills they have developed in reading, writing, listening, and speaking to demonstrate their learning on a deeper level. Students apply an inquiry-based approach to learning to showcase their understanding in a variety of reading and writing genres. Vocabulary and spelling skills are taught to continually deepen understanding of the text they encounter. Students will also continue to improve their keyboarding skills, and they will use technology in a variety of ways to collaborate and publish their work.

### **Middle School**

#### **Grade 6**

The sixth grade Language Arts curriculum targets students' growth in the areas of reading, writing, research, listening, and presentation. Through fiction, nonfiction, and poetry reading, students will practice reading strategies and comprehension skills. The focus of writing will be on narrative, informational, and argumentative writing with editing and revision. Reading strategies, critical thinking skills, and vocabulary building comprise the main elements of reading instruction. Students learn to communicate what they believe in ways that are intellectually and logically coherent as well as to articulate consistency between their beliefs and actions using the Bible as a resource.

## **Grade 7**

The seventh grade Language Arts curriculum is centered around an extensive study of grammar, grammatical constructions, and their carry-over into units of literature and composition. In order to develop an appreciation and an understanding for the various types of literature, the course introduces the student to the short story, the novel, and the literary similarities between the two. The art of composition, especially the development of the paragraph and the multiparagraph essay within the modes of narrative, informational, and persuasive writing, is an area of focus. Students learn to communicate what they believe in ways that are intellectually and logically coherent as well as to articulate consistency between their beliefs and actions using the Bible as a resource.

## **Grade 8**

The eighth grade Language Arts curriculum provides students with opportunities and resources to develop the skills of listening, speaking, reading, and writing to enable students to participate as informed, literate members of society. Instruction provides the students with the necessary skills to produce varied types of writing, while also helping students develop an appreciation for writers' techniques applied within sound pieces of literature. Instruction emphasizes various techniques for analyzing literature, and multiple opportunities for practice are encouraged. Students learn to communicate what they believe in ways that are intellectually and logically coherent as well as to articulate consistency between their beliefs and actions using the Bible as a resource.

## **High School**

*(E - Elective, M - Meet Requirement, R - Required)*

### **English 1 Literature**

**2 semesters**

**.5 credit per semester, M**

This course allows an in depth reading of a variety of literary and informational texts. These readings serve as models of good writing and as subjects for students' own writing exercises. Students review grammar and enhance vocabulary as they read and write. They learn how to craft a strong thesis and write an essay to support it, studying sentence and paragraph structure in the process. Students practice revising and editing quality paragraphs in consultation with their teacher. They learn to use the resources available in the library and apply these skills as they write a short research paper. Oral activities include literature discussion and a speech to inform.

### **English 1 Composition**

**2 semesters**

**.5 credit per semester, M**

This course is a freshman level English survey class suitable for fulfilling the school's graduation requirements. Students will write in various modes, focusing on issues of grammar and language. Readings of both literature and informational texts will be paired with writing in an effort to build comprehension and analysis skills. There will be a heavy emphasis on academic vocabulary as well.

### **English 2 Literature**

**2 semesters**

**.5 credit per semester, M**

This course encourages the student to read, comprehend, and analyze selected samples of a variety of literary and informational texts. Students write essays, building on the previous work as well as expanding into a variety of styles including expository to persuasive formats. Students also learn to develop a thesis statement based upon a significant literary work and practice peer editing and revision of their own works within the writing process. Students will also participate in a variety of oral assignments. (Prerequisite: English 1 Literature or Composition)

### **English 2 - Composition**

**2 semesters**

**.5 credit per semester, M**

This course is a sophomore level English survey class suitable for fulfilling the school's graduation requirements. Students will build on the skills developed in English 1 by writing in various modes, focusing on issues of grammar and language. Readings of both literature and informational texts will be paired with writing in an effort to build comprehension and analysis skills. There will be a heavy emphasis on academic vocabulary as well. (Prerequisite: English 1 Literature or Composition)

### **English 3**

**2 semesters**

**.5 credit per semester, R**

This overview of American literature includes a brief study of the historical events affecting American literature and a study of various genres and selected novels by American authors. These readings serve as models of good writing for students' own writing exercises. Review of grammar and punctuation will be incorporated as needed. Students write a major term paper, developing their research skills in preparation for college research projects. Oral activities include discussions as well as speeches to inform and persuade. (Prerequisite: English 2 Literature or Composition)

## **English 4**

**2 semesters**

**.5 credit per semester, M**

A college preparatory course for seniors, English 4 covers a historical survey of British literature from Anglo-Saxon times through the twenty-first century. Students will engage in literary analysis and use literature from several time periods as a springboard for discussion and critical writing. Students will write for a variety of tasks, purposes, and audiences. Emphasis is placed on skills necessary for college, including writing, critical thinking, and oral presentations. Grammar review, vocabulary, and other lessons will be incorporated as needed. (Prerequisite: English 3)

## **AP English**

**2 semesters**

**.5 credit per semester, M**

AP English Literature and Composition is open to highly motivated seniors who desire a course with the academic intensity of a freshman level college course. The AP English class engages students in critical analysis of literature. Through an in depth reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as a variety of literary terms and devices and their function within the literary text. The rigor and intensity of this course will make significant demands on the students' time and will stretch their critical thinking abilities. The student will participate in seminar discussions, create projects, give presentations, and lead teaching sessions. See AP courses policies in appendix. Maximum of 15 students per section. (Prerequisites: English 3; fulfillment of AP teacher's requirements)

## **Yearbook**

**2 semesters**

**.5 credit per semester, E**

This course develops and enhances the skills necessary for the production of a quality high school yearbook. These skills include journalistic writing, computer layout (including topics related to graphic design, desktop publishing, typographical terminology, etc.), setting and meeting short and long-term goals, photography, and promoting the yearbook. This is a yearlong course. Participation for only one semester is discouraged and requires instructor permission.

## **Advanced Writing Workshop**

**1 or 2 semesters**

**.5 credit per semester, E**

This course primarily aims to encourage and develop the skills of students with a strong interest in creative writing. More than half of the class time will be devoted to writing. In addition, teacher-directed student conferences and class-led peer editing panels will help hone writing skills. Students in this course must be intrinsically motivated to work on their writing. (Prerequisite: English 1)

### **Journalism**

***2 semesters***

***.5 credit per semester, E***

The high school Journalism course revolves around the production of the school newspaper, The Echo. Students use this hands-on experience, together with the textbook and other materials, to learn skills in news, feature, editorial, and other types of writing. Students also develop skills in interviewing, editing, layout, advertising, and photography. Students are welcome to take this course more than one year, usually with the goal of assuming leadership positions within the newspaper. This is a yearlong course. Participation for only one semester is discouraged and requires instructor permission. Students may sign up for Journalism in the Spring Semester, provided they have taken Journalism during a previous year(s). (Grades 10 - 12)

# Power Standards

With the adoption of Common Core State Standards for English Language Arts, the Language Arts Curriculum Task Force has identified **Power Standards** for each grade level, Kindergarten through Twelfth grade. The Common Core both breaks down content and learning skills into smaller components and divides out reading comprehension between informational text and literature thus creating a greater number of standards. **Power Standards** are the standards that are essential for students to master to be prepared for and successful in the next grade level. While teachers will strive to teach and assess all the standards, these standards will garner extra time and emphasis within the curriculum.

**Power Standards** were selected by the curriculum task force based on the guiding work of school districts in the the United States and selection criteria of:

- **Endurance** - Power Standards support learning that lasts beyond a grade level or class and cultivates knowledge and skills needed in life.
- **Leverage** - Power Standards encourage interdisciplinary knowledge and skills. They have value in a Language Arts class and crossover in their application to other content areas.
- **Readiness** - Power Standards are prerequisite concepts and skills that prepare students for the next grade level or course of study. (Ainsworth, 2013, pp. 25-27).

In each of the grade-level standards pages that follow, **Power Standards** will be identified by light gray highlight.

Ainsworth, Larry. *Prioritizing the common core: identifying specific standards to emphasize the most*. Englewood, CO: Lead Learn Press, 2013. Print.

# Kindergarten ELA Standards

## Power Standards

### RL

#### Reading Standards for Literature K–5

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

#### Key Ideas and Details

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

#### Craft and Structure

RL.K.4 Ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 for additional expectations.) CA

RL.K.5 Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).  
CA

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

#### Integration of Knowledge and Ideas

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8 (Not applicable to literature)

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

#### Range of Reading and Level of Text Complexity

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

- a. Activate prior knowledge related to the information and events in texts. CA
- b. Use illustrations and context to make predictions about text. CA

# RI

## Reading for Information

### Key Ideas and Details

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Craft and Structure

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 additional expectations.) CA

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### Integration of Knowledge and Ideas

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Range of Reading and Level of Text Complexity

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

- a. Activate prior knowledge related to the information and events in texts. CA
- b. Use illustrations and context to make predictions about text. CA

# RF

## Reading Standards for Foundational Skills

### Print Concepts (K-1)

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- 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

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- f. Blend two to three phonemes into recognizable words. CA

### Phonics and Word Recognition

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.\*
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### Fluency

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

# W

## Writing Standards K–5

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

### Text Types and Purposes

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### Production and Distribution of Writing

W.K.4 (Begins in grade 2) CA

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

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

### Research to Build and Present Knowledge

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

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

W.K.9 (Begins in grade 4)

### Range of Writing

W.K.10 (Begins in grade 2) CA

# SL

## Speaking and Listening Standards K–5

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

### Comprehension and Collaboration

SL.K.1 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 (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

SL.K.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.

- a. Understand and follow one- and two-step oral directions. CA

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

### Presentation of Knowledge and Ideas

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

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

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

# L

## Language Standards K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table “Language Progressive Skills, by Grade” on page 153 for a complete list.

### Conventions of Standard English

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

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

L.K.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 and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Knowledge of Language

L.K.3 (Begins in grade 2)

### Vocabulary Acquisition and Use

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

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

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

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

# Grade 1 ELA Standards

## Power Standards

### RL

#### Reading Standards for Literature K–5

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

#### Key Ideas and Details

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

#### Craft and Structure

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4–6 for additional expectations.) CA

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6 Identify who is telling the story at various points in a text.

#### Integration of Knowledge and Ideas

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.8 (Not applicable to literature)

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

#### Range of Reading and Level of Text Complexity

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

a. Activate prior knowledge related to the information and events in a text. CA

b. Confirm predictions about what will happen next in a text. CA

# RI

## Reading for Information

### Key Ideas and Details

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Craft and Structure

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4–6 for additional expectations.) CA

RI.1.5 Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### Integration of Knowledge and Ideas

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.1.8 Identify the reasons an author gives to support points in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Range of Reading and Level of Text Complexity

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

a. Activate prior knowledge related to the information and events in a text. CA

b. Confirm predictions about what will happen next in a text. CA

# RF

## Reading Standards for Foundational Skills

### Print Concepts

RF.1.1 Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Phonological Awareness

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

### Phonics and Word Recognition

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode 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 two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

### Fluency

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

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

# W

## Writing Standards K–5

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

### Text Types and Purposes

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### Production and Distribution of Writing

W.1.4 (Begins in grade 2) CA

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.1.9 (Begins in grade 4)

### Range of Writing

W.1.10 (Begins in grade 2) CA

# SL

## Speaking and Listening Standards K–5

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

### Comprehension and Collaboration

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- a. Give, restate, and follow simple two-step directions. CA

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### Presentation of Knowledge and Ideas

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

- a. Memorize and recite poems, rhymes, and songs with expression. CA

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

# L

## Language Standards K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table “Language Progressive Skills, by Grade” on page 153 for a complete list.

### Conventions of Standard English

L.1.1 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 (e.g., He hops; We hop).
- d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). CA
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use 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

L.1.3 (Begins in grade 2)

### Vocabulary Acquisition and Use

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

# Grade 2 ELA Standards

## Power Standards

### RL

#### Reading Standards for Literature K–5

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

#### Key Ideas and Details

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

#### Craft and Structure

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4–6 for additional expectations.) CA

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### Integration of Knowledge and Ideas

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8 (Not applicable to literature)

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### Range of Reading and Level of Text Complexity

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the

high end of the range.

# RI

## Reading for Information

### Key Ideas and Details

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### Craft and Structure

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4–6 for additional expectations.) CA

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### Integration of Knowledge and Ideas

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

### Range of Reading and Level of Text Complexity

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

# RF

## Reading Standards for Foundational Skills

### Print Concepts

RF.2.1 (K - 1 only)

RF.2.2 (K - 1 only)

### Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

### Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

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

# W

## Writing Standards K–5

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

### Text Types and Purposes

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### Production and Distribution of Writing

W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers; demonstrate sufficient command of home row and proper finger and body position while using the keyboard. MA

### Research to Build and Present Knowledge

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

W.2.9 (Begins in grade 4)

**Range of Writing**

W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA

# SL

## Speaking and Listening Standards K–5

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

### Comprehension and Collaboration

SL.2.1 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 (e.g., gaining the floor in respectful ways listening to others with care, speaking one at a time about the topics and texts under discussion).
- 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.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- a. Give and follow three- and four-step oral directions. CA

SL.2.3 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

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

# L

## Language Standards K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table “Language Progressive Skills, by Grade” on page 153 for a complete list.

### Conventions of Standard English

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- g. Create readable documents with legible print. CA

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. Knowledge of Language

L.2.3 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

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- 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 (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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

# Grade 3 ELA Standards

## Power Standards

### RL

#### Reading Standards for Literature K–5

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

#### Key Ideas and Details

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### Craft and Structure

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4–6 for additional expectations.) CA

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

#### Integration of Knowledge and Ideas

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.8. (Not applicable to literature)

RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

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

RI.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

## **RI**

### **Reading for Information**

#### **Key Ideas and Details**

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

#### **Craft and Structure**

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4–6 for additional expectations.) CA

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

#### **Integration of Knowledge and Ideas**

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/ third in a sequence).

RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

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

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

## **RF**

### **Reading Standards for Foundational Skills**

#### **Print Concepts**

RF.3.1. (K - 1 only)

RF.3.2. (K - 1 only)

#### **Phonics and Word Recognition**

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

#### **Fluency**

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

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

# W

## Writing Standards K–5

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

### Text Types and Purposes

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

### Production and Distribution of Writing

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others; demonstrate sufficient command of home row, proper finger and body position, and keyboarding skills to type 5 words per minute with 90% accuracy. MA

### **Research to Build and Present Knowledge**

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.9. (Begins in grade 4)

### **Range of Writing**

W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# SL

## Speaking and Listening Standards K–5

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

### Comprehension and Collaboration

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

- 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 (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.3.2. 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.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### Presentation of Knowledge and Ideas

SL.3.4. 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.

- a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA

SL.3.5. 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.

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

## L

### Language Standards K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table “Language Progressive Skills, by Grade” on page 153 for a complete list.

### Conventions of Standard English

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) 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.
- j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA
- k. Use reciprocal pronouns correctly. CA

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.\*
- b. Recognize and observe differences between the conventions of spoken and written standard English.

### **Vocabulary Acquisition and Use**

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- 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 affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA

L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

# Grade 4 ELA Standards

## Power Standards

### RL

#### Reading Standards for Literature K–5

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

#### Key Ideas and Details

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### Craft and Structure

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4–6 for additional expectations.) CA

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### Integration of Knowledge and Ideas

RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.4.8. (Not applicable to literature)

RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

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

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

# RI

## Reading for Information

### Key Ideas and Details

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### Craft and Structure

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4–6 for additional expectations.) CA

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

### Integration of Knowledge and Ideas

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

### Range of Reading and Level of Text Complexity

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

# **RF**

## **Reading Standards for Foundational Skills**

### **Print Concepts**

RF.4.1. (K - 1 only)

RF.4.2. (K - 1 only)

### **Phonics and Word Recognition**

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### **Fluency**

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

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

# W

## Writing Standards K–5

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

### Text Types and Purposes

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

- e. Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

W.4.4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.) CA

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of 15 words per minute with 90% accuracy. MA

### **Research to Build and Present Knowledge**

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### **Range of Writing**

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# SL

## Speaking and Listening Standards K–5

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

### Comprehension and Collaboration

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- 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 to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3. Identify the reasons and evidence a speaker or media source provides to support particular points. CA

### Presentation of Knowledge and Ideas

SL.4.4. 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.

- a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

# L

## Language Standards K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table “Language Progressive Skills, by Grade” on page 153 for a complete list.

### Conventions of Standard English

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). CA
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).\*
- h. Write fluidly and legibly in cursive or joined italics. CA**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.\*
- b. Choose punctuation for effect.\*
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### Vocabulary Acquisition and Use

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) 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 (e.g., telegraph, photograph, autograph).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

# Grade 5 ELA Standards

## Power Standards

### RL

#### Reading Standards for Literature K–5

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

#### Key Ideas and Details

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

#### Craft and Structure

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 for additional expectations.) CA

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.

#### Integration of Knowledge and Ideas

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8. (Not applicable to literature)

RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

# RI

## Reading for Information

### Key Ideas and Details

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### Craft and Structure

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4–6 for additional expectations.) CA

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6. 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

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Range of Reading and Level of Text Complexity

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

# **RF**

## **Reading Standards for Foundational Skills**

### **Print Concepts**

RF.5.1. (K - 1 only)

RF.5.2. (K - 1 only)

### **Phonics and Word Recognition**

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### **Fluency**

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

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

# W

## Writing Standards K–5

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

### Text Types and Purposes

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

W.5.4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of 20 words per minute with 90% accuracy. MA

### **Research to Build and Present Knowledge**

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### **Range of Writing**

W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# SL

## Speaking and Listening Standards K–5

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

### Comprehension and Collaboration

SL.5.1. 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.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA

### Presentation of Knowledge and Ideas

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA
- b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

## L

### Language Standards K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table “Language Progressive Skills, by Grade” on page 153 for a complete list.

### Conventions of Standard English

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.\*
- e. Use correlative conjunctions (e.g., either/ or, neither/nor).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 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 (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language

L.5.3. 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) used in stories, dramas, or poems.

### Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) 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 (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA**

L.5.5. 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. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

# Grade 6 ELA Standards

## Power Standards

### RL

#### Reading Standards for Literature 6–8

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

#### Key Ideas and Details

RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

#### Craft and Structure

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

#### Integration of Knowledge and Ideas

RL.6.7. 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.

6.8. (Not applicable to literature)

RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

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

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

## **RI**

### **Reading for Information**

#### **Key Ideas and Details**

RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### **Craft and Structure**

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

#### **Integration of Knowledge and Ideas**

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. 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.

RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

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

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

## W

### Writing Standards 6–8

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

### Text Types and Purposes

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of 25 words per minute with 90% accuracy. MA

### **Research to Build and Present Knowledge**

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

### **Range of Writing**

W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# SL

## Speaking and Listening Standards 6–8

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

### Comprehension and Collaboration

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- 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.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

### Presentation of Knowledge and Ideas

SL.6.4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA

- a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

## L

### Language Standards 6–8

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the “Language Progressive Skills, by Grade” table on page 153 for a complete listing.

### Conventions of Standard English

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly.  
CA
- c. Recognize and correct inappropriate shifts in pronoun number and person.\*
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
- e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.\*

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*
- b. Spell correctly.

### Knowledge of Language

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/ listener interest, and style.\*
- b. Maintain consistency in style and tone.\*

### Vocabulary Acquisition and Use

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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

# Grade 7 ELA Standards

## Power Standards

### RL

#### Reading Standards for Literature 6–8

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

#### Key Ideas and Details

RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

#### Craft and Structure

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA

RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

#### Integration of Knowledge and Ideas

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

7.8. (Not applicable to literature)

RL.7.9. 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.

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

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

## **RI**

### **Reading for Information**

#### **Key Ideas and Details**

RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### **Craft and Structure**

RI.7.4. 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. (See grade 7 Language standards 4–6 for additional expectations.)  
CA

RI.7.5. 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. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

#### **Integration of Knowledge and Ideas**

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. 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.

RI.7.9. 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**

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

# W

## Writing Standards 6–8

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

### Text Types and Purposes

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

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

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

### **Production and Distribution of Writing**

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources; demonstrate sufficient command of keyboarding skills to type a minimum of 30 words per minute with 90% accuracy. MA

### **Research to Build and Present Knowledge**

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. 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.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

**Range of Writing**

W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# SL

## Speaking and Listening Standards 6–8

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

### Comprehension and Collaboration

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- 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.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker’s argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA

### Presentation of Knowledge and Ideas

SL.7.4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA

- a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

# L

## Language Standards 6–8

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the “Language Progressive Skills, by Grade” table on page 153 for a complete listing.

### Conventions of Standard English

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among 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.\*

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- b. Spell correctly.

### Knowledge of Language

L.7.3. 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

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine

or clarify its precise meaning or its part of speech or trace the etymology of words.

CA

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

**L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Grade 8 ELA Standards

## Power Standards

### RL

#### Reading Standards for Literature 6–8

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

#### Key Ideas and Details

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

#### Craft and Structure

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

#### Integration of Knowledge and Ideas

RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

8.8. (Not applicable to literature)

RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

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

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

# RI

## Reading for Information

### Key Ideas and Details

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### Craft and Structure

RI.8.4. 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. (See grade 8 Language standards 4–6 for additional expectations.) CA

RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA

### Integration of Knowledge and Ideas

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. 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.

RI.8.9. 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

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

# W

## Writing Standards 6–8

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

### Text Types and Purposes

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

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

W.8.2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA

- a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Production and Distribution of Writing**

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of 35 words per minute with 90% accuracy. MA

### **Research to Build and Present Knowledge**

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

**Range of Writing**

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# SL

## Speaking and Listening Standards 6–8

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

### Comprehension and Collaboration

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. 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

SL.8.4. Present claims and findings (e.g., argument, narrative, response to literature presentations), 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. CA

- a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

## L

### Language Standards 6–8

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the “Language Progressive Skills, by Grade” table on page 153 for a complete listing.

### Conventions of Standard English

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) 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.\*

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

### Knowledge of Language

L.8.3. 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 (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

### Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words.
- CA

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

**L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# High School - English 1 Literature

## Power Standards

### RL

#### Reading Standards for Literature 9 - 12

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

#### Key Ideas and Details

RL.9.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9.2. Determine theme or central idea and worldview of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. MA

RL.9.3. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### Craft and Structure

RL.9.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

RL.9.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, dramatic and situational irony, foreshadowing), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. MA

RL.9.6. Analyze a particular point of view or cultural experience reflected in a work of literature, drawing on a wide reading of world literature.

#### Integration of Knowledge and Ideas

RL.9.7. Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Rembrandt's *Rape of Lucretia* and Shakespeare's *Juliet*) MA

RL.9.8. (Not applicable to literature)

RL.9.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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

RL.9.10. By the end of grade 9, read and comprehend grade level literature, including stories, dramas, and poems. MA

## **RI**

### **Reading for Information**

#### **Key Ideas and Details**

RI.9.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9.3. Analyze how the author develops an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. MA

#### **Craft and Structure**

RI.9.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RI.9.5--9.9 (Removed to be used in other years) MA

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

RI.9.10. By the end of grade 9, read /and comprehend grade level nonfiction, with a focus on web-based readings in current media. MA

# W

## Writing Standards 9–12

The following standards for grades 9–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student [writing samples](#) linked here.

**W.9.1. Write arguments to support claims in an **analysis** of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

Possible Strategies:

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

**W.9.2. Write research based, informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

Possible Strategies:

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9.3. Write texts that incorporate narrative elements to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Possible Strategies:

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **Production and Distribution of Writing**

W.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

W.9.6 (Not applicable in Grade 9) MA

W.9.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas,

avoiding plagiarism and following a standard format for citation including footnotes and endnotes.

W.9.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

W.9.10. Write routinely in a variety of genres -for a range of tasks, purposes, and audiences.  
MA

## **SL**

### **Speaking and Listening Standards 9–12**

The following standards for grades 9–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### **Comprehension and Collaboration**

SL.9.1. 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.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- 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.

SL.9.2 (Not applicable in Grade 9) MA

SL.9.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9.4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such

that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

Possible Strategies:

- a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA
- b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA

SL.9.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## L

### Language Standards 9–12

The following standards for grades 9–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the “Language Progressive Skills, by Grade” table on page 153 for a complete listing.

### Conventions of Standard English

L.9.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.\*
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

## **Knowledge of Language**

L.9.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

## **Vocabulary Acquisition and Use**

L.9.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. CA
- c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CA
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations

L.9.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# High School - English 1 Composition

## Power Standards

### RL

#### Reading Standards for Literature 9 - 12

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

#### Key Ideas and Details

RL.9.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9.2. Determine theme or central idea and worldview of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. MA

RL.9.3. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### Craft and Structure

RL.9.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

RL.9.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, dramatic and situational irony, foreshadowing), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. MA

RL.9.6. Analyze a particular point of view or cultural experience reflected in a work of literature, drawing on a wide reading of world literature.

#### Integration of Knowledge and Ideas

RL.9.7. (Not applicable to English 1 Comp) MA

RL.9.8. (Not applicable to literature)

RL.9.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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

RL.9.10. By the end of grade 9, read and comprehend grade level literature, including stories, dramas, and poems. MA

# **RI**

## **Reading for Information**

### **Key Ideas and Details**

RI.9.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9.3. Analyze how the author develops an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. MA

### **Craft and Structure**

RI.9.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RI.9.5 (Not applicable to Grade 9) MA

RI.9.6 (Not applicable to Grade 9) MA

RI.9.7 (Not applicable to Grade 9) MA

RI.9.8. 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 and fallacious reasoning.

RI.9.9 (Not applicable to Grade 9) MA

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

RI.9.10. By the end of grade 9, read /and comprehend grade level nonfiction, with a focus on web-based readings in current media. MA

# W

## Writing Standards 6–12

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

**W.9.1. Write arguments to support claims in an **analysis** of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

Possible Strategies:

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

**W.9.2. Write research based, informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

Possible Strategies:

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9.3. Write texts that incorporate narrative elements **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Possible Strategies:

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **Production and Distribution of Writing**

W.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

W.9.6 (Not applicable to in Grade 9) MA

W.9.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas,

avoiding plagiarism and following a standard format for citation including footnotes and endnotes.

W.9.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

W.9.10. Write routinely in a variety of genres -for a range of tasks, purposes, and audiences.  
MA

## **SL**

### **Speaking and Listening Standards 9–12**

The following standards for grades 9–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### **Comprehension and Collaboration**

SL.9.1. 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.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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.

SL.9.2 (Not applicable to grade 9) MA

SL.9.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9.4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

Possible Strategies:

- a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA
- b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA

SL.9.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## L

### Language Standards 9–12

The following standards for grades 9–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the “Language Progressive Skills, by Grade” table on page 153 for a complete listing.

### Conventions of Standard English

L.9.1. Demonstrate an understanding of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.\*
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9.2. Demonstrate an understanding of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.

- c. Spell correctly.

### **Knowledge of Language**

L.9.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

### **Vocabulary Acquisition and Use**

L.9.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. CA
- c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CA
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations

L.9.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# High School - English 2 Literature

## Power Standards

### RL

#### Reading Standards for Literature 9–12

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

#### Key Ideas and Details

RL.10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.10.2. Determine a theme, or central idea and worldview of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text

RL.10.3. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### Craft and Structure

RL.10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

RL.10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, dramatic and situational irony, foreshadowing), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.10.6. Analyze a particular point of view or cultural experience reflected in a work of literature drawing on a wide reading of world literature.

#### Integration of Knowledge and Ideas

RL.10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

RL.10.8. (Not applicable to literature)

RL.10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from ~~Ovid~~ or the Bible, or how a later author draws on a play by Shakespeare, or how Tennyson’s “Ulysses” draws on Homer’s *Odyssey*).

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

RL.10.10. By the end of grade 10, read and comprehend grade level literature, including stories, dramas, and poems.

## **RI**

### **Reading for Information**

#### **Key Ideas and Details**

RI.10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.10.3. Analyze how the author develops an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them

#### **Craft and Structure**

RI.10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone

RI.10.5 (Not applicable to this grade) MA

RI.10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.10.7 (Not applicable to this grade) MA

RI.10.8. 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 and fallacious reasoning.

RI.10.9 (Not applicable to this grade) MA

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

RI.10.10. By the end of grade 10, read /and comprehend grade level nonfiction, with a focus on web-based readings in current media.

# W

## Writing Standards 9–12

The following standards for grades 9–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student [writing samples](#) linked here.

**W.10.1. Write arguments to support claims in an **analysis** of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

(Possible strategies)

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

**W.10.2. Write research based, informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

(Possible strategies)

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.10.3. Write texts that incorporate narrative elements to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

(Possible strategies)

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

### **Production and Distribution of Writing**

W.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

W.10.6 (Moved to another year) MA

W.10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas,

avoiding plagiarism and following a standard format for citation including footnotes and endnotes.

W.10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

W.10.10. Write routinely in a variety of genres for a range of tasks, purposes, and audiences.

## **SL**

### **Speaking and Listening Standards 9–12**

The following standards for grades 9–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### **Comprehension and Collaboration**

SL.10.1. 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.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- 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.

SL.10.2 (Moved to another year) MA

SL.10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.10.4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such

that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

(Possible strategies)

- a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA
- b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA

SL.10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## L

### Language Standards 9-12

The following standards for grades 9–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the “Language Progressive Skills, by Grade” table on page 153 for a complete listing.

### Conventions of Standard English

L.10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.\*
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.

- c. Spell correctly.

### **Knowledge of Language**

L.10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

### **Vocabulary Acquisition and Use**

L.10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. CA
- c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CA
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations

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

# High School - English 2 Composition

## Power Standards

### RL

#### Reading Standards for Literature 9–12

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

#### Key Ideas and Details

RL.10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.10.2. Determine a theme, or central idea and worldview of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.10.3. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### Craft and Structure

RL.10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

RL.10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, dramatic and situational irony, foreshadowing), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.10.6. Analyze a particular point of view or cultural experience reflected in a work of literature drawing on a wide reading of world literature.

#### Integration of Knowledge and Ideas

RL.10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

RL.10.8. (Not applicable to literature)

RL.10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from ~~Ovid~~ or the Bible, or how a later author draws on a play by Shakespeare, or how Tennyson’s “Ulysses” draws on Homer’s *Odyssey*).

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

RL.10.10. By the end of grade 10, read and comprehend grade level literature, including stories, dramas, and poems.

## **RI**

### **Reading for Information**

#### **Key Ideas and Details**

RI.10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.10.3. Analyze how the author develops an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them

#### **Craft and Structure**

RI.10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone

RI.10.5 (Not applicable in grade 10) MA

RI.10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.10.7 (Not applicable in grade 10) MA

RI.10.8. 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 and fallacious reasoning.

RI.10.9 (Not applicable in grade 10) MA

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

RI.10.10. By the end of grade 10, read /and comprehend grade level nonfiction, with a focus on web-based readings in current media.

# W

## Writing Standards 9–12

The following standards for grades 9–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student [writing samples](#) linked here.

W.10.1. Write arguments to support claims in an **analysis** of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

(Possible strategies)

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.10.2. Write research based, informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

(Possible strategies)

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.10.3. Write texts that incorporate narrative elements **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**(Possible strategies)**

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

**Production and Distribution of Writing**

W.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

W.10.6 (Not applicable in grade 10) MA

W.10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

W.10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

W.10.10. Write routinely in a variety of genres for a range of tasks, purposes, and audiences.

## **SL**

### **Speaking and Listening Standards 9–12**

The following standards for grades 9–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### **Comprehension and Collaboration**

SL.10.1. 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.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- 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.

SL.10.2 (Not applicable in grade 10) MA

SL.10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.10.4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

(Possible strategies)

- a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA
- b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA

SL.10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## L

### Language Standards 9–12

The following standards for grades 9–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the "Language Progressive Skills, by Grade" table on page 153 for a complete listing.

### Conventions of Standard English

L.10.1. Demonstrate an understanding of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.\*
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.10.2. Demonstrate an understanding ~~command~~ of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

### **Knowledge of Language**

L.10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

### **Vocabulary Acquisition and Use**

L.10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. CA
- c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CA
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations

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

## **High School - English 3**

### **Power Standards**

### **RL**

## **Reading Standards for Literature 9–12**

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

### **Key Ideas and Details**

RL.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11.2. Determine worldview and two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).

### **Craft and Structure**

RL.11.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RL.11.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### **Integration of Knowledge and Ideas**

RL.11.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

RL.11.8. (Not applicable to literature)

RL.11.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of from major periods of American literature, including how two or more texts from the same period treat similar themes or topics.

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

RL.11.10. By the end of grade 11, read and comprehend grade level literature, including stories, dramas, and poems.

# **RI**

## **Reading for Information**

### **Key Ideas and Details**

RI.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11.2. 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 to provide a complex analysis; provide an objective summary of the text.

RI.11.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### **Craft and Structure**

RI.11.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

RI.11.5 (Not applicable in grade 11) MA

RI.11.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.11.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11.8-11.9 (Not applicable in grade 11) MA

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

RI.11.10. By the end of grade 11, read /and comprehend grade level nonfiction, with a focus on web-based readings in current media.

# **W**

## **Writing Standards 9–12**

The following standards for grades 9–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student [writing samples](#) linked here.

**W.11.1. Write arguments to support claims in an **analysis** of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

Possible Strategies

- a. When applicable, introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter-claims, reasons, and evidence.
- b. When applicable, 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.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. When applicable, establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.
- f. When applicable, use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA

**W.11.2. Write research based, informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

Possible Strategies

- a. When applicable, introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
- b. When applicable, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or osp other information and examples appropriate to the audience’s knowledge of the topic.

- c. Use appropriate and varied transitions and syntax to link the major sections in a of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11.3. Write texts that incorporate narrative elements to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

**Possible Strategies**

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

**Production and Distribution of Writing**

W.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

W.11.6 (Not applicable in grade 11) MA

**W.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**

W.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.

W.11.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

W.11.10. Write routinely in a variety of genres for a range of tasks, purposes, and audiences.

## **SL**

### **Speaking and Listening Standards 9 –12**

The following standards for grades 9 –12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### **Comprehension and Collaboration**

SL.11.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

#### **Possible Strategies**

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11.2 (Not applicable in grade 11) MA

SL.11.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11.4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

Possible Strategies

a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA

b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA

SL.11.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## L

### Language Standards 9–12

The following standards for grades 9–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the “Language Progressive Skills, by Grade” table on page 153 for a complete listing.

### Conventions of Standard English

L.11.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.
- b. Spell correctly

### **Knowledge of Language**

L.11.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading

### **Vocabulary Acquisition and Use**

L.11.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA
- c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. CA
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

L.11.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **High School - English 4**

### **Power Standards**

# RL

## Reading Standards for Literature 9–12

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

### Key Ideas and Details

RL.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.12.2. Determine worldview and two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).

### Craft and Structure

RL.12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RL.12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### Integration of Knowledge and Ideas

RL.12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare.)

RL.12.8. (Not applicable to literature)

RL.12.9. Demonstrate knowledge of foundational works from major periods of British literature, including how two or more texts from the same period treat similar themes or topics.

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

RL.12.10. By the end of grade 12, read and comprehend grade level literature, including stories, dramas, and poems.

## **RI**

### **Reading for Information**

#### **Key Ideas and Details**

RI.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.12.2. 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 to provide a complex analysis; provide an objective summary of the text.

RI.12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### **Craft and Structure**

RI.12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

RI.12.5 --12.9 (Not applicable in grade 11) MA

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

RI.12.10. By the end of grade 12, read /and comprehend grade level nonfiction, with a focus on web-based readings in current media.

## **W**

### **Writing Standards 9–12**

The following standards for grades 9–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student [writing samples](#) linked here.

W.12.1. Write arguments to support claims in an **analysis** of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Possible Strategies:

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter-claims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.
- f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA

W.12.2. Write research based, informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Possible Strategies:

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or osp other information and examples appropriate to the audience’s knowledge of the topic.

- c. Use appropriate and varied transitions and syntax to link the major sections in a of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.12.3. Write texts that incorporate narrative elements to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

Possible Strategies:

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

### **Production and Distribution of Writing**

W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

W.12.6 Deleted (see comment on other page)

W.12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.

W.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

W.12.10. Write routinely in a variety of genres for a range of tasks, purposes, and audiences.

## **SL**

### **Speaking and Listening Standards 9–12**

The following standards for grades 9–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### **Comprehension and Collaboration**

SL.12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.12.2 (Not applicable in grade 11) MA

SL.12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.12.4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

Possible strategies:

- a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA
- b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA

SL.12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## L

### Language Standards 9–12

The following standards for grades 9–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the “Language Progressive Skills, by Grade” table on page 153 for a complete listing.

### Conventions of Standard English

L.12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.
- b. Spell correctly

### **Knowledge of Language**

L.12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading

### **Vocabulary Acquisition and Use**

L.12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 12 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA
- c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. CA
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

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

## High School - AP English & Composition

1. Read deliberately and thoroughly, taking time to understand a work's complexity and to absorb its richness of meaning. Close reading involves interpreting and evaluating literature.
2. Analyze how a work's meaning is embodied in literary form and consider a work's structure, style and themes, as well as respond to its meaning and literary artistry.
3. Through speaking, listening, reading and writing, become aware of the resources of language: connotation, metaphor, irony, syntax and tone, and interpret textual detail with careful attention.
4. Study representative works from various genres and periods, from the Anglo-Saxon period through the twentieth century, and know a few works extremely well.
5. Consider the social, cultural, and historical context and values a work reflects and embodies. Compare and contrast the values presented in literature with biblical values and discuss where a writer's worldview is in alignment or at variance with a Christian worldview.
6. Constantly seek to grow in the craft of writing and to develop stylistic maturity with a focus on one or more of the following: varying sentence structures, writing with precision and correctness, organizing writing with clear logic, balancing generalization with specific illustrative detail, effectively employing rhetoric, and substantiating textual interpretation with evidence from the literary text itself.
7. Write focusing on critical analysis of literature including argumentative, expository, and analytical essays, and produce creative writing as well. Demonstrate the ability to understand, respond to, and evaluate literature, and express a deepening appreciation of literary artistry.
8. Take ownership of the classroom learning processes and time allocation decisions in preparation to: moderate and lead seminar and Socratic discussions, teach sessions on various literary selections, lead critique and analysis sessions, help make decisions concerning which selections the class works on during our time together and which will need to cover independently. Collaborate with classmates on the sometimes challenging scheduling decisions that arise from the need to be flexible with a college course that must fit into a periodically changing high school schedule.

# High School – Journalism

*Benchmarks primarily apply to all first semester students. Benchmarks will be reviewed for students beyond first semester but not necessarily assessed. \*\* Benchmarks will be applied in relation to which job each student has in creating a news publication.*

## **HISTORY OF AMERICAN MEDIA\***

- a. I can define the function of an independent press in a free society and explain how the media in the United States and other free societies differs from the public media in non-free societies.
- b. I can examine the history of American journalism, including the development of freedom of speech and an independent press in the United States and how this contributed to the development of our republic and the preservation of democratic principles.
- c. I can describe significant trends in the development of journalism, including how new technologies (online newspapers using media convergence, email, blogs, podcasts, wikis and Wikipedia, talk radio, digital cameras, PDAs, interactive video Web sites, interactive video cell phones) have affected the dissemination of information in the United States.

## **LAW AND ETHICS\***

- a. I can compare and contrast the rights, the responsibilities, and the role played by a free, independent press in a democratic society to maintain accuracy, balance, fairness, objectivity, and truthfulness.
- b. I can describe the impact of key Supreme Court decisions affecting student expression and the student press.
- c. I can identify and examine essential ethical principles supporting the integrity of journalists in their work or signaling misuse of ethics in their work, including ethical guidelines and codes of ethics.
- d. I can analyze case studies or examples and evaluate how ethical responsibilities and principles affect reporting and the credibility of what is reported.

## **MEDIA ANALYSIS**

- a. I can analyze news stories and reports that focus on specific issues, people, and events for the following qualities: importance or amount of space or time, proximity, timeliness, prominence, conflict, consequence, human interest, and other principles of newsworthiness.
- b. I can evaluate news stories, feature stories and opinion-editorial columns/articles from national and international newspapers and other media outlets for adherence to ethical principles, content, newsworthiness, organization, and style.

## WRITING AND EDITING PROCESSES

- a. I can ask clear interview questions to guide a balanced and unbiased information gathering process.\*\*
  - i. Include researching background information.
  - ii. Formulate questions that elicit valuable information.
  - iii. Observe and record details during the interview.
  - iv. Effectively concluding the interview.
  - v. Double-check information before writing the story.
  - vi. Keep dated notes or interview records on file.
- b. I can follow ethical standards related to information-gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
- c. I can evaluate and revise the content of copy for grammar, spelling, meaning, clarity, style, and purpose, using appropriate proofreading or copy editing symbols.
- d. I can demonstrate knowledge of the structure of journalistic writing (feature stories and columns, news stories, op-ed pieces, commentaries) for a variety of print, broadcast, and Internet media.
- e. I can include the inverted pyramid (lead, most important details, less important details, least important details), narrative storytelling pattern (indirect lead, facts and information, closing), or combinations of the inverted pyramid and narrative storytelling pattern.
- f. I can select and use an appropriate journalistic style for writing to inform, entertain, persuade, and transmit cultural context and climate.
- g. I can include short, focused sentences and paragraphs, varied word usage and descriptive vocabulary, active voice verbs, and specific word choice to avoid jargon and vague language.
- h. I can contribute to a news publication by writing news stories (1), feature stories (human interest, profile/personality, sports, special occasion, humor, sidebars) and columns (2), reviews of art exhibits, musical concerts, theatrical events, books or films (3), and/or editorials, opinion pieces, or commentaries (4).\*\*
  - i. Use effective headlines and captions (1,2,3,4).
  - ii. Use a variety of creative leads (1,2,3,4).
  - iii. Include adequate information from credible sources (1,2,3,4).
  - iv. Include appropriate quotations and proper attribution (1,2,3,4).
  - v. Cite sources of information correctly (1,2,3,4).
  - vi. Narrate events accurately including their significance to the audience (1,2).
  - vii. Describe specific incidents and actions with sufficient detail (1,2).
  - viii. Follow standard journalistic language and format conventions (1,2,3,4).
  - ix. Identify critical elements of the work being reviewed such as author, performer, artist, topic, theme, title, location of the event or media, and cost (3).
  - x. Compare the new work to previous work (3).

- xi. Describe audience reaction (3).
- xii. Explore the personal significance of an experience draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life (4).
- xiii. Maintain a balance between individual events and more general and abstract ideas (4).

**LAYOUT AND DESIGN\*\***

- c. I can analyze and use elements and principles of graphic design to develop visual presentations that reinforce and enhance written messages with special attention to typography and layout.
- d. I can use photography, art, or graphic art to accompany copy, enhance readability, and appeal to a variety of audiences.
- e. I can analyze and evaluate leadership models used by media staff and organizations.
- f. I can compare and contrast different areas of journalism (print, broadcast, Internet and new technologies, public relations and business, education) and explore educational requirements or work experiences necessary to pursue a career in each area.

# High School – Advanced Writing Workshop

## **Narrative Prose (fiction OR non-fiction)**

- a. I can employ the writing process, including prewriting, drafting, revising, editing, and publishing.
- b. I can develop multi-dimensional, dynamic characters, both sympathetic and unsympathetic, using four techniques of characterization.
- c. I can create a believable sense of time and place which includes detailed cultural and historical context for a story.
- d. I can plan understated plots that progress from conflict to resolution.
- e. I integrate vivid and believable description into stories.
- f. I use dialogue to reveal plot and character.
- g. I use a point of view based on the specific demands of story.
- h. I can distinguish between tone and mood and apply both concepts to a story.
- i. I use clear, varied, and fluent diction and syntax.
- j. I can write in the manner of a recognizable genre.
- k. I can critique peer writing articulately and respectfully.
- l. I pursue opportunities for publishing.
- m. I can evaluate ethical and moral questions related to writing narrative prose.
- n. I can analyze an implied or overt world view as presented in one's work.

## **Poetry**

- a. I can employ the writing process, including prewriting, drafting, revising, editing, and publishing.
- b. I can find pleasure in reading poetry.
- c. I can express intense perceptions of the world, myself, and the relation of the two.
- d. I can express a significance, a meaning, an attitude, or a feeling.
- e. I create conscious rhythm through use of words.
- f. I integrate appropriate sound devices such as rhyme, alliteration, assonance, consonance, and onomatopoeia.
- g. I can integrate varied, effective figures of speech such as metaphor, simile, and personification.
- h. I can develop a sense of unity, compactness, and concreteness.
- i. I can appeal to the senses through use of imagery.
- j. I can write in the manner of recognizable poetic forms.
- k. I use clear, varied, and fluent diction and syntax.
- l. I can critique peer writing articulately and respectfully.
- m. I pursue opportunities for publishing.
- n. I can evaluate ethical and moral questions related to writing poetry.
- o. I can analyze an implied or overt world view as presented in one's work.

# Appendix A: Language Arts Core Books

**Primary (K-2):** Teachers may choose to use the core novels as read aloud or small group instruction. Teachers may not use books on another grade level's list.

**Intermediate and Middle (3-8):** Teachers must choose at least one novel from their grade level list for benchmark instruction. Teachers may not use novels on another grade level's list. Literature circle novels are used to allow student choice and small group novel work in a lit circle or book club format.

**High School (9-12):** Teachers must choose at least one novel from the course list. The English department revised the Language Arts Core Book list of novels that teachers are free to choose from as they teach their respective classes. The expectation is that these are choices, rather than a list of books that must be completed during the year. Should any English teacher desire to teach a new novel, discussion is brought to the English teacher cross-campus group as a whole for collaboration. The group leader will seek the principal and the Director of Learning for any novels that could potentially cause parental concern. Teachers may not use novels on another grade level's list.

**AP English:** The College Board sets the requirements for core novels and publishes them in the College Board English Literature and Composition Course Description Book. The teacher of this class is accountable to College Board through the College Board audit process.

Teachers may not use novels on another grade level's list.

## Grade K

Brown Bear  
Hungry Caterpillar  
Hop on Pop  
Put Me In the Zoo

## Grade 2

Popcorn Book  
Why Mosquitoes Buzz  
Song and Dance Man  
Giving Tree

## Grade 4

Cricket in Times Square  
Legend of Jimmy Spoon  
Trumpet of the Swan

## Grade 1

If You Give a Mouse a Cookie  
Stone Soup  
Mouse Tales  
Ming Lo Moves the Mountain

## Grade 3

Stone Fox  
Because of Winn Dixie  
There's an Owl in the Shower  
Sarah Plain and Tall  
Flight - Science

## Grade 5

In the Year of the Boar  
Bridge to Terabithia  
Treasures of the Snow

Little House in the Big Woods

Sign of the Beaver

## **Middle School**

### **Grade 6 Core Novels**

The Magician's Nephew  
Holes  
Tuck Everlasting

### **Grade 6 Lit Circle Novels**

Nazi Hunters  
Over Sea, Under Stone  
Mr Lemoncello's Library  
Lions of Little Rock  
Hatchet  
Red Scarf Girl

### **Grade 7 Core Novels**

Young Fu of the Upper Yangtze  
Homesick: My Own Story  
Bruchko  
Dragonwings

### **Grade 7 Lit Circle Novels**

Cinder  
The Cay  
Freak the Mighty  
The Hobbit  
The Outsiders

### **Grade 8 Core Novels**

Johnny Tremain

### **Gr 8 Lit Circle Novels**

Ender's Game  
Treasure Island  
Chains  
Kira Kira  
And Then There Were None

## **High School**

### **English 1**

The Chosen  
Romeo and Juliet  
To Kill a Mockingbird  
Lord of the Flies

### **English 1 Lit Circle Novels**

Animal Farm  
Fahrenheit 451  
Something Wicked This Way Comes  
The Invisible Man  
1984

### **English 2**

Oliver Twist  
The Odyssey  
Merchant of Venice  
Antigone  
Julius Caesar  
Things Fall Apart  
Incidents in the Life of a Slave Girl  
Night

### **English 2 Lit Circle Novels**

The Book Thief

### English 3

The Crucible  
The Scarlet Letter  
The Adventures of Huck Finn  
The Great Gatsby  
Dinner at the Homesick Restaurant

### English 4

Pride and Prejudice  
Far From the Madding Crowd  
Macbeth  
Hamlet  
Cry, the Beloved Country  
Frankenstein  
Jane Eyre

### AP

Heart of Darkness  
Brothers Karamazov  
Four Quartets  
Pride and Prejudice  
Far From the Madding Crowd  
Hamlet

## Appendix B: Reading and Writing Workshop in Elementary

*The single factor most strongly associated with reading achievement—more than socioeconomic status or any instructional approach—is independent reading, according to Stephen Krashen, linguist and educational researcher. (**The Power of Reading**)*

Through carefully crafted lessons, a teacher includes: **preparing the learner, modeling the skill or concept, providing guided practice and/or application, and allowing students to work on their own.** The classroom structure allows for whole group, small group, and on-their-own learning. Students routinely self-assess and reflect to adjust their own understanding. The goal is to help all students become proficient readers and writers who enjoy and appreciate being an effective communicator.

### Reading

- Students have opportunity for strategies to be observed and practiced during direct instruction, guided practice, and independent practice.
- Students have multiple opportunities to apply and reflect on the use of these strategies through *independent reading, partner reading, small groups, literature circles, book clubs, etc.* Exposure to teacher read-alouds giving opportunity for modeling of correct pronunciation, fluency, and listening skills. (see read aloud component)
- Flexible grouping so that guided reading is possible. During guided reading, the *teacher works with a small group of students on skills* while the rest of the class is working independently or in partners on reading and responding to reading.
- Teachers provide opportunity for independent reading by:
  - Engaging students in reading while providing time for them to **share or respond** to what they have read (i.e., journaling, sharing with another student, etc.).
  - One-on-one **conferring** between a student and the teacher to *work on*

*independent reading goals* and for the teacher to *assess a student informally on specific reading skills*. Also, this is an opportunity for the student and teacher to have a conversation about reading and thinking.

- o Helping students **select books** at their reading level and interest.
- o Exposing students to a **wide variety** of *quality children's literature*.

## Writing

- Teachers model the entire process of writing from start to finish.
- Explicit teaching of processes of writing, types of writing, and traits of writing.
  - o Writing instruction/practice happens daily (45-60 minutes in grades K-5 is ideal).
  - o Students **practice** what has been taught and modeled on their own and with support.
- Students share their writing with other students.
- Writing is collected (folder, electronically, etc.) so that student and teacher can assess progress of writing throughout the year.
- Teacher routinely conferences with students to discuss their writing.
- Students are given opportunities to select writing topics that are important to them.

The expected instructional model that covers all the above features is a Workshop Model. Reading and Writing Workshop provides each student with a supportive environment that involves them in authentic reading and writing experiences that focus on their strengths and needs. The reading and writing workshop has the following structure:

- o **Mini-lesson**
  - Short structured, predictable: 10-15 minutes
  - ONE specific skill (from benchmarks)+ ONE strategy (the "how": clear, concise)
  - Sequence of lessons builds to support the goals of the reading or writing unit
  - Whole group sitting on floor in meeting area
- o **Independent Practice**
  - Longest portion: 20-40 minutes
  - Independent and small group practice of reading and writing
  - Students are reading or writing (could be around room or at desks)
  - Tone in room should be focused and purposeful
  - Teacher is conferring with individuals or working with a small group
- o **Share**
  - Short: 5 minutes
  - Whole group recap and extended learning (restate the teaching point)
  - Back on floor in meeting area (preferably)

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Fountas, Irene and Gay Su Pinnell. 2007 *Continuum of Literacy Learning: Behaviors and understandings to notice, teach and support*. Portsmouth, NH: Heinemann.

# Appendix C: Biblical Principles for Language Arts

## God

- A. Close and careful study of literature reveals that God communicates with man throughout history. (adapted from p. 2, *Encyclopedia of Bible Truths*)
- B. God is *the* author.

## Creation

- A. Creation is full of meaning; our job as readers is to find truth.
- B. Creation is designed; the writer purposefully creates.

## Mankind

- A. Beauty found in literature is a human reflection of the divine.
- B. The lives of great characters in literature illuminate and develop the worldview of the reader.
- C. Writing reflects inner thoughts and desires; therefore, we study literature to understand people. (p. 33, *Encyclopedia of Bible Truths*)

## Moral Order

- A. Conflict in literature is a mirror of reality.
- B. Resolution in literature is a reflection of God's intention.

## Purpose

- A. It is God's plan that people should be able to use language effectively. (p. 10, *Encyclopedia of Bible Truths*)
- B. Creativity, language, and story all parallel God's nature.
- C. God values and has used language as a powerful tool throughout history to accomplish His purposes. (pp. 18, 22, *Encyclopedia of Bible Truths*)

## Appendix D: Assessment Resource

Tool	Purpose	When	Grade Level(s)
*Measures of Academic Progress, (MAP)	Identify strengths and weaknesses of essential benchmarks to inform instruction. MAP is Common Core aligned.	August and May	K-10
*DRA	Identifying strengths and weaknesses in relation to accuracy, comprehension, and fluency for individual students, for tracking reading improvement, and to inform instruction.	September January (only for K-5 intervention) April-May	K-5 6-8 only for intervention

\*Required

# Appendix E: Language Progressive Skills by Grade

(Copied from the [California Common Core State Standards](#) online document p. 46)

## Language Progressive Skills, by Grade

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

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.3.3a. Choose words and phrases for effect.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i> ).	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.4.3a. Choose words and phrases to convey ideas precisely.*	No	Yes	Yes	Yes	No	No	No	No
L.4.3b. Choose punctuation for effect.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.5.1d. Recognize and correct inappropriate shifts in verb tense.	No	No	Yes	Yes	Yes	Yes	Yes	Yes
L.5.2a. Use punctuation to separate items in a series.**	No	No	Yes	Yes	Yes	Yes	No	No
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	No	No	No	Yes	Yes	Yes	Yes	Yes
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	No	No	No	Yes	Yes	Yes	Yes	Yes
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	No	No	No	Yes	Yes	Yes	Yes	Yes
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	No	No	No	Yes	Yes	Yes	Yes	Yes
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.***	No	No	No	Yes	Yes	Yes	Yes	No
L.6.3b. Maintain consistency in style and tone.	No	No	No	Yes	Yes	Yes	Yes	Yes
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	No	No	No	No	Yes	Yes	Yes	Yes
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	No	No	No	No	Yes	Yes	Yes	Yes
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.	No	No	No	No	No	Yes	Yes	Yes
L.9–10.1a. Use parallel structure.	No	No	No	No	No	No	Yes	Yes

\*Subsumed by L.7.3a.

\*\*Subsumed by L.9–10.1a.

\*\*\*Subsumed by L.11–12.3a.