

Ohio's Learning Standards English Language Arts



K-8 Standards (DRAFT 2026)
9-12 Standards (adopted 2017)

2026



Department of
Education &
Workforce

Table of Contents

TABLE OF CONTENTS	1
READING LITERATURE STANDARDS.....	1
READING INFORMATIONAL STANDARDS	11
READING FOUNDATIONS STANDARDS	20
WRITING FOUNDATIONS STANDARDS (NEW)	26
WRITING STANDARDS	32
SPEAKING AND LISTENING STANDARDS	46
LANGUAGE STANDARDS	53

Key: **content unchanged-clarification of language;** **content unchanged-significant language change;** **new standards added**

Reading Literature Standards

Reading Literature		
Kindergarten	First Grade	Second Grade
<p>RL.K.1 When presented with a read-aloud, ask and answer questions about key details in a literary text (e.g., story, drama, poem).</p>	<p>RL.1.1 Ask and answer questions about key details in a literary text (e.g., story, drama, poem).</p>	<p>RL.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details and clarify the meaning of a literary text (e.g., story, drama, poem).</p>
<p>RL.K.2 When presented with a read-aloud, retell stories from literary texts including key details.</p>	<p>RL.1.2 Demonstrate understanding of literary texts by retelling stories with key details and explaining the central message or lesson</p>	<p>RL.2.2 Retell stories, including fables and folktales from diverse cultures, and explain the central message, lesson or moral using key details.</p>
<p>RL.K.3 When presented with a read-aloud:</p> <ol style="list-style-type: none"> Name the character(s) and setting(s). List major events in a literary text. 	<p>RL.1.3 Describe characters, settings, and major events using key details, and tell how these elements contribute to the story.</p>	<p>RL.2.3 Describe how characters in a literary text respond to major events or challenges, using key details.</p>
<p>RL.K.4 When presented with a read-aloud, ask and answer questions to determine the meaning of unknown or essential vocabulary words in a literary text.</p>	<p>RL.1.4 Identify and explain words and phrases in literary texts that describe feelings or sensory experiences and discuss how they help the reader understand the story.</p>	<p>RL.2.4 Describe how specific words and phrases contribute to rhythm, mood, or meaning in a literary text.</p>
<p>RL.K.5 When presented with a read aloud,</p> <ol style="list-style-type: none"> Identify the type of literary text and Show understanding of print concepts by naming the front and back covers and pointing to the title page. 	<p>RL.1.5 Explain the differences between literary and informational texts by identifying their purpose, structure, and key features.</p>	<p>RL.2.5 Describe the structure of a literary text, including how the beginning introduces the story, how events unfold and how the ending concludes the action.</p>

Reading Literature

Kindergarten	First Grade	Second Grade
<p>RL.K.6 When presented with a read aloud, locate the author and illustrator and describe how each contributes to telling the story in a literary text.</p>	<p>RL.1.6 Identify who is telling the story at various points in a literary text and explain how the narrator or speaker affects the story.</p>	<p>RL.2.6 Distinguish between the narrator’s point of view and the characters’ perspectives in a literary text, recognizing when the narrator is also a character in the story.</p>
<p>RL.K.7 When presented with a read-aloud, describe the information that illustrations show or help explain in a literary text (for example: what moment in a story is depicted by an illustration).</p>	<p>RL.1.7 Use illustrations and key details to describe characters, settings, and major events and tell how the visuals support understanding of the story.</p>	<p>RL.2.7 Use illustrations and textual details in print or digital literary texts to describe characters, settings, and plot elements.</p>
<p>RL.K.8 (Not applicable to literature)</p>	<p>RL.1.8 (Not applicable to literature)</p>	<p>RL.2.8 (Not applicable to literature)</p>
<p>RL.K.9 When presented with a read-aloud, compare and/or contrast the adventures and experiences of characters in literary texts.</p>	<p>RL.1.9 Compare and contrast the adventures and experiences of characters in literary texts.</p>	<p>RL.2.9 Compare and/or contrast two or more versions of the same story by different authors from different cultures, focusing on characters, settings and central messages.</p>
<p>RL.K.10 When presented with a read-aloud, compare and/or contrast the adventures and experiences of characters in literary texts.</p>	<p>RL.1.10 With adult support, utilize background knowledge and draw on previous experiences to describe or compare details across grade-appropriate literary texts.</p>	<p>RL.2.10 Read and comprehend grade-level literary text, with scaffolding as needed. Utilize prior knowledge and draw on previous experiences to support understanding and make meaningful comparisons across texts.</p>

Reading Literature

Third Grade	Fourth Grade	Fifth Grade
<p>RL.3.1 Demonstrate understanding of a literary text (story, drama, or poem).</p> <ul style="list-style-type: none"> a. Ask questions to self-monitor comprehension. b. Use text evidence to respond to questions. 	<p>RL.4.1 Use text evidence to demonstrate understanding of a literary text (story, drama, or poem).</p> <ul style="list-style-type: none"> a. Provide details explicitly stated in the text. b. Use explicitly stated details from the text to make and support inferences. 	<p>RL.5.1 Use text evidence and direct quotes to demonstrate understanding of a literary text (story, drama, or poem).</p> <ul style="list-style-type: none"> a. Provide details and direct quotes explicitly stated in the text. b. Use explicitly stated details and direct quotes from the text to make and support inferences.
<p>RL.3.2 Describe the development of a literary text.</p> <ul style="list-style-type: none"> a. Retell stories, including fables, folktales, and myths from diverse cultures. b. Determine a theme and its meaning, describing how it develops using supporting details from the text. 	<p>RL.4.2 Analyze literary text development.</p> <ul style="list-style-type: none"> a. Determine a theme of a literary text using supporting details. b. Summarize a literary text, including a theme and supporting details. 	<p>RL.5.2 Analyze literary text development.</p> <ul style="list-style-type: none"> a. Explain a theme of a literary text using details, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects on a theme. b. Summarize a literary text, including a theme inferred from details in the text.
<p>RL.3.3 Describe the characters in a literary text.</p> <ul style="list-style-type: none"> a. Identify the characters' actions, feelings, and traits. b. Describe the characters' perspectives using details from the text. c. Explain how their actions influence the sequence of events in the literary text. 	<p>RL.4.3 Describe the character(s), setting(s), or event(s) in a literary text, using explicit text evidence.</p> <ul style="list-style-type: none"> a. Explain how the main character changes based on their thoughts, words, or actions. b. Make inferences about the character(s), setting(s), or specific event(s). 	<p>RL.5.3 Compare and contrast two or more characters, settings, perspectives, or events in a literary text, using specific details (e.g., how characters interact).</p>

Reading Literature

Third Grade	Fourth Grade	Fifth Grade
<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>RL.4.4 Determine the meaning of words and phrases as they are used in a literary text, including figurative language.</p>	<p>RL.5.4 Identify the meaning of figurative language such as similes, metaphors, and idioms and determine how they are used in the text.</p>
<p>RL.3.5 Describe the major differences in the structural elements of stories, dramas, and poems, using terms such as chapters, scenes, and stanzas.</p>	<p>RL.4.5 Explain how the structural elements of stories, dramas, and poems (such as chapters, scenes, and stanzas) contribute to the overall organization of a text.</p>	<p>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.</p>
<p>RL.3.6 Distinguish between first- or third-person point of view using text evidence.</p>	<p>RL.4.6 Distinguish between point of view and perspective.</p> <ul style="list-style-type: none"> a. Identify the point of view in a literary text. b. Explain the different perspectives of characters in a literary text. 	<p>RL.5.6 Identify the point of view in a literary text and explain how the narrative would be different if told from another character's perspective.</p>
<p>RL.3.7 Explain how specific aspects of a text's illustrations support or expand a literary text (e.g., emphasize aspects of a character or setting).</p>	<p>RL.4.7 Compare a written story or drama with a visual element (e.g., picture, video), multimedia performance, and/or oral reading, identifying details from the text that are shown, spoken, or acted out.</p>	<p>RL.5.7 Analyze how a visual element, multimedia performance, and/or oral reading contribute to the meaning, tone, mood, or appeal of a literary text.</p>
<p>RL.3.8 (Not applicable to literature)</p>	<p>RL.4.8 (Not applicable to literature)</p>	<p>RL.5.8 (Not applicable to literature)</p>

Reading Literature		
Third Grade	Fourth Grade	Fifth Grade
<p>RL.3.9 Compare and/or contrast the themes, settings, and plots of literary texts by the same author or written about similar characters.</p>	<p>RL.4.9 Compare and contrast similar themes in stories and traditional literature (e.g., fables, myths, folktales, fairy tales) from different cultures.</p> <ol style="list-style-type: none"> Identify a shared theme or life lesson across texts. Analyze a shared theme and explain its development across texts. 	<p>RL.5.9 Compare and contrast stories within the same genre on their development of similar themes and topics.</p> <ol style="list-style-type: none"> Identify an implied theme, explicit theme, or life lesson. Analyze a shared theme and explain its development across genres.
<p>RL.3.10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.</p>	<p>RL.4.10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.</p>	<p>RL.5.10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.</p>

Reading Literature		
Sixth Grade	Seventh Grade	Eighth Grade
<p>RL.6.1 Cite text evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.</p>	<p>RL.7.1 Cite several pieces of text evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.</p>	<p>RL.8.1 Cite text evidence that strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.</p>

Reading Literature

Sixth Grade	Seventh Grade	Eighth Grade
<p>RL.6.2</p> <ul style="list-style-type: none"> a. Analyze literary text development. b. Explain a theme of a literary text and how it is developed through specific details. c. Provide an objective summary of the text including theme and story details. 	<p>RL.7.2</p> <ul style="list-style-type: none"> a. Analyze literary text development. b. Explain a theme of a literary text and how it is developed over the course of the text. c. Provide an objective summary of the text including theme and story details. 	<p>RL.8.2</p> <ul style="list-style-type: none"> a. Analyze literary text development. b. Explain a theme of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. c. Provide an objective summary of the text, including theme and its relationship to other story elements.
<p>RL.6.3</p> <p>Describe how the plot of a story or drama develops through chapters, acts, and/or scenes and how the characters respond or change as the plot moves toward a resolution.</p>	<p>RL.7.3</p> <p>Analyze how key elements of a story or drama impact plot development (e.g., rising and falling action).</p>	<p>RL.8.3</p> <p>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.</p>
<p>RL.6.4</p> <ul style="list-style-type: none"> a. Explain how words and phrases shape meaning and tone in a literary text. b. Determine word and phrase meanings, including figurative and/or connotative meanings. c. Analyze the impact of specific word choices, including sensory language, on meaning and tone. 	<p>RL.7.4</p> <p>Explain how words and phrases shape meaning and tone in a literary text.</p> <ul style="list-style-type: none"> a. Determine word and phrase meanings including figurative and/or connotative meanings. b. Analyze the impact of specific word choices, including rhyme and alliteration, on meaning and tone. 	<p>RL.8.4</p> <p>Explain how words and phrases shape meaning and tone in a literary text.</p> <ul style="list-style-type: none"> a. Determine word and phrase meanings including figurative and/or connotative meanings. b. Analyze the impact of specific word choices, including analogies or allusions to other texts, on meaning, mood, and tone.

Reading Literature

Sixth Grade	Seventh Grade	Eighth Grade
<p>RL.6.5 Analyze how a particular line, sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>RL.7.5 Analyze how the form or structure (e.g. soliloquy, sonnet) of a drama or poem contributes to its meaning.</p>	<p>RL.8.5 Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.</p>
<p>RL.6.6 Explain how an author uses point of view to develop the perspective of the narrator, speaker, or character in a literary text.</p>	<p>RL.7.6 Analyze how an author uses point of view to develop and contrast the perspectives of different narrators, speakers, or characters in a literary text.</p>	<p>RL.8.6 Analyze how differences in point of view and perspective between characters and audience (e.g., developed through the use of dramatic irony) create effects such as suspense or humor.</p>
<p>RL.6.7 Compare and contrast reading a literary text to listening to an audio or viewing a video or live version of the text, including how different versions affect tone, mood, or appeal.</p>	<p>RL.7.7 Compare and contrast a literary text 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).</p>	<p>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama is aligned to or departs from the text or script, evaluating the choices made by the director or actors.</p>
<p>RL.6.8 (Not applicable to literature)</p>	<p>RL.7.8 (Not applicable to literature)</p>	<p>RL.8.8 (Not applicable to literature)</p>
<p>RL.6.9 Compare and contrast literary texts in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories).</p> <ol style="list-style-type: none"> a. Identify an implied theme, explicit theme, or life lesson. b. Analyze a shared theme and explain its development across genres. 	<p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period to help understand how authors of fiction use or alter history.</p>	<p>RL.8.9 Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, or religious works (e.g., the Bible and The Epic of Gilgamesh), including describing how the material is rendered new.</p>

Reading Literature

Sixth Grade	Seventh Grade	Eighth Grade
<p>RL.6.10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, and text-to-world connections and comparisons.</p>	<p>RL.7.10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, and text-to-world connections and comparisons.</p>	<p>RL.8.10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, or text-to-world connections and comparisons.</p>

Reading Literature

Ninth and Tenth Grade (adopted 2017)	Eleventh and Twelfth Grade (adopted 2017)
<p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL.11-12.1 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.</p>
<p>RL.9-10.2 Analyze literary text development.</p> <ol style="list-style-type: none"> a. Determine a theme 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. b. Provide an objective summary of the text that includes the theme and relevant story elements. 	<p>RL.11-12.2 Analyze literary text development.</p> <ol style="list-style-type: none"> a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Produce a thorough analysis of the text.
<p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>RL.11-12.3 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 are introduced and developed).</p>
<p>RL.9-10.4 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, mood, and</p>	<p>RL.11-12.4 Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author’s diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.</p>

Reading Literature

Ninth and Tenth Grade (adopted 2017)	Eleventh and Twelfth Grade (adopted 2017)
tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).	
<p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>RL.11-12.5 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.</p>
<p>RL.9-10.6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>RL.11-12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.</p>
<p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	<p>RL.11-12.7 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 and one play by an American dramatist.)</p>
<p>RL.9-10.8 (Not applicable to literature)</p>	<p>RL.11-12.8 (Not applicable to literature)</p>
<p>RL.9-10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.</p>
<p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in</p>	<p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior</p>

Reading Literature

Ninth and Tenth Grade (adopted 2017)	Eleventh and Twelfth Grade (adopted 2017)
<p>order to make personal, historical, and cultural connections that deepen understanding of complex text.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.</p>	<p>knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</p>

Reading Informational Standards

Reading Informational		
Kindergarten	First Grade	Second Grade
<p>RI.K.1 When presented with a read-aloud, ask and answer questions about key details in an informational text (e.g., history/social studies, science, or technical text).</p>	<p>RI.1.1 Ask and answer questions about key details in an informational text (e.g., history/social studies, science, or technical text).</p>	<p>RI.2.1 Ask and answer questions such as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details and clarify meaning in an informational text (e.g., history/social studies, science, or technical texts).</p>
<p>RI.K.2 When presented with a read-aloud, retell facts and ideas from an informational text including the main topic and key details.</p>	<p>RI.1.2 Retell facts and ideas from an informational text including the main topic and key details.</p>	<p>RI.2.2 Identify the main topic of an informational text and explain how specific details support that topic.</p>
<p>RI.K.3 When presented with a read-aloud, identify the connection between two individuals, events, or ideas in an informational text.</p>	<p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.</p>	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures within an informational text.</p>

Reading Informational

Kindergarten	First Grade	Second Grade
<p>RI.K.4 When presented with a read-aloud, ask and answer questions to determine the meaning of unknown or essential vocabulary words in an informational text.</p>	<p>RI.1.4 Ask and answer questions to determine the meaning of unknown or essential vocabulary words in an informational text.</p>	<p>RI.2.4 Determine the meaning of words and phrases in an informational text using strategies such as context clues, word parts, and text features.</p>
<p>RI.K.5 When presented with a read-aloud, show understanding of print concepts by naming the front and back covers and pointing to the title page.</p>	<p>RI.1.5 Use text features (such as headings, table of contents, glossaries and icons) to locate and understand key facts or information in an informational text.</p>	<p>RI.2.5 Know and use various text features (such as captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to efficiently locate key facts and details in an informational text.</p>
<p>RI.K.6 When presented with a read-aloud, locate the author and illustrator and describe how each contributes to presenting facts and ideas in an informational text.</p>	<p>RI.1.6 Distinguish between information provided by illustrations and information provided by words and explain how each contributes to understanding the topic.</p>	<p>RI.2.6 Identify the author's purpose in an informational text and explain how the text supports that purpose.</p>
<p>RI.K.7 When presented with a read-aloud, describe the information that titles, headings, and illustrations provide in informational text.</p>	<p>RI.1.7 Use the illustrations and details in an informational text to describe and understand its key ideas.</p>	<p>RI.2.7 Explain how illustrations, diagrams, or other visuals contribute to understanding key ideas in an informational text.</p>
<p>RI.K.8 (Begins in grade 1)</p>	<p>RI.1.8 Identify the evidence an author gives in an informational text and tell how they support key ideas.</p>	<p>RI.2.8 Describe how the author uses evidence to support key ideas in an informational text.</p>
<p>RI.K.9 With adult support, identify similarities and differences in information, illustrations, or features of two informational texts on the same topic.</p>	<p>RI.1.9 Identify and describe basic similarities and differences in the information, illustrations, or procedures between two informational texts on the same topic.</p>	<p>RI.2.9 Compare and/or contrast key ideas and supporting details in two informational texts on the same topic.</p>

Reading Informational

Kindergarten	First Grade	Second Grade
<p>RI.K.10 With scaffolding provided, utilize background knowledge and draw on previous experiences to understand an informational text read aloud.</p>	<p>RI.1.10 With scaffolding provided, use background knowledge and previous experiences to describe or compare details in grade-appropriate informational texts.</p>	<p>RI.2.10 With scaffolding provided as needed, read and comprehend grade level informational text.</p>

Reading Informational

Third Grade	Fourth Grade	Fifth Grade
<p>RI.3.1 Demonstrate understanding of an informational text (e.g., historical, scientific, or technical texts).</p> <ul style="list-style-type: none"> a. Ask questions to self-monitor comprehension. b. Use text evidence to respond to questions. 	<p>RI.4.1 Use text evidence to demonstrate understanding of an informational text (e.g., historical, scientific, or technical text).</p> <ul style="list-style-type: none"> a. Provide details explicitly stated in the text. b. Use details explicitly stated in the text to make and support inferences. 	<p>RI.5.1 Use text evidence and direct quotes to demonstrate understanding of an informational text (e.g., historical, scientific, and technical text).</p> <ul style="list-style-type: none"> a. Select relevant direct quotes to answer questions about an informational text. b. Use relevant direct quotes to make and support inferences.
<p>RI.3.2 Describe the development of an informational text.</p> <ul style="list-style-type: none"> a. Determine the main idea of a text. b. Identify key details and explain how they support the main idea. 	<p>RI.4.2 Analyze development of ideas in informational text(s).</p> <ul style="list-style-type: none"> a. Determine the main idea of a text using key details. b. Summarize an informational text including the main idea and key details. 	<p>RI.5.2 Analyze development of ideas in informational text(s).</p> <ul style="list-style-type: none"> a. Determine the main idea(s) of a text and explain how they are supported by key details. b. Summarize an informational text, including main idea(s) and key details, as well as other important information.

Reading Informational

Third Grade	Fourth Grade	Fifth Grade
<p>RI.3.3 Explain how the text structure contributes to the meaning of the text.</p> <ul style="list-style-type: none"> a. Describe how a series of historical events, the development of scientific concepts, and/or a series of steps support the meaning. b. Use language that pertains to time, sequence, or cause and effect when writing or discussing text structure. 	<p>RI.4.3 Analyze events, procedures, ideas or concepts in informational text(s).</p> <ul style="list-style-type: none"> a. Explain what happens in an informational text(s). b. Describe why it happens, based on specific information in the text(s). 	<p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts, based on specific information in the text(s).</p>
<p>RI.3.4 Determine the meaning of general academic or domain-specific words and phrases in an informational text.</p>	<p>RI.4.4 Determine the meaning of both general academic or domain-specific words and phrases in informational text(s).</p>	<p>RI.5.4 Determine the meaning of both general academic and domain-specific words and phrases in informational text(s).</p>
<p>RI.3.5 Use text features (such as headings, labels, charts, graphs, legends, key words, sidebars, and hyperlinks) to locate information.</p> <ul style="list-style-type: none"> a. Explain how text features support details in the text. b. Interpret text features used in print and digital formats. 	<p>RI.4.5 Analyze the text structure (e.g., description, chronology/sequence, compare/contrast, cause/effect, problem/solution).</p> <ul style="list-style-type: none"> a. Identify the text structure of a section or full text. b. Describe the text structure using information from a section or full text. 	<p>RI.5.5 Compare and contrast the overall structure (e.g., description, chronology/sequence, compare/contrast, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>
<p>RI.3.6 Identify perspectives in the text.</p> <ul style="list-style-type: none"> a. Identify the author's perspective in the text. b. Compare the author's perspective with their own perspective. c. Determine whether the author of a text would agree or disagree with a stated perspective. 	<p>RI.4.6 Compare and contrast the different perspectives in two texts on the same event or topic using the information provided.</p>	<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.</p>

Reading Informational

Third Grade	Fourth Grade	Fifth Grade
<p>RI.3.7 Use information gained from nonfiction text features (e.g., table of contents, maps, illustrations, index, and glossary) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>RI.4.7 Analyze text features:</p> <ol style="list-style-type: none"> a. Interpret information from text features presented (e.g., in charts, graphs, diagrams, timelines, multimedia elements). b. Explain how the information supports understanding of the text in which it appears. 	<p>RI.5.7 Use information from multiple print or digital sources.</p> <ol style="list-style-type: none"> a. Locate specific facts, details, or evidence in a text efficiently. b. Integrate information from two or more sources to answer questions or explain ideas.
<p>RI.3.8 Describe the connection between the points the author makes and the evidence provided to support those points.</p>	<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in an informational text.</p>	<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text and make inferences based on those points.</p>
<p>RI.3.9 Compare and/or contrast the most important points and key details presented in two texts on the same topic.</p>	<p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p>RI.3.10 Read and comprehend grade-level informational texts, with scaffolding and support as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.</p>	<p>RI.4.10 Read and comprehend grade-level informational texts, with scaffolding and support as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.</p>	<p>RI.5.10 Read and comprehend grade-level informational texts, with scaffolding and support as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.</p>

Reading Informational

Sixth Grade	Seventh Grade	Eighth Grade
<p>RI.6.1</p> <p>a. Analyze text evidence to demonstrate understanding of an informational text (e.g. historical, scientific, and technical text).</p> <p>b. Analyze what the text says explicitly and cite text evidence.</p> <p>c. Make and support inferences from the text using cited text evidence.</p>	<p>RI.7.1</p> <p>Cite several pieces of text evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.</p>	<p>RI.8.1</p> <p>Cite text evidence that strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.</p>
<p>RI.6.2</p> <p>Analyze informational text development.</p> <p>a. Determine a central idea of a text and explain how it is conveyed through particular details.</p> <p>b. Provide an objective summary of the text that includes a central idea and relevant details.</p>	<p>RI.7.2</p> <p>Analyze informational text development.</p> <p>a. Determine two or more central ideas in a text and analyze their development over the course of the text.</p> <p>b. Provide an objective summary of the text that includes central ideas and their development.</p>	<p>RI.8.2</p> <p>Analyze informational text development.</p> <p>a. Determine two or more central ideas in a text and analyze their development over the course of the text, including their relationship to supporting ideas.</p> <p>b. Provide an objective summary of the text that incorporates central ideas and their relationship to supporting ideas.</p>
<p>RI.6.3</p> <p>Analyze how a key individual, event, or idea is introduced, developed, and elaborated in a text (e.g., through examples, facts, and/or anecdotes).</p>	<p>RI.7.3</p> <p>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).</p>	<p>RI.8.3</p> <p>Analyze how an informational text makes connections and distinctions among individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
<p>RI.6.4</p> <p>Determine the meaning of domain-specific words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.</p>	<p>RI.7.4</p> <p>Explain how words and phrases shape meaning and tone in an informational text.</p> <p>a. Determine word and phrase meanings, including figurative, connotative, and technical meanings.</p>	<p>RI.8.4</p> <p>Explain how words and phrases shape meaning and tone in an informational text.</p> <p>a. Determine word and phrase meanings, including figurative, connotative, and technical meanings.</p>

Reading Informational

Sixth Grade	Seventh Grade	Eighth Grade
	b. Analyze the impact of specific word choices on meaning and tone.	b. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the ideas.	RI.7.5 Analyze the structure an author uses to organize a text including how the major sections and text features contribute to the whole and to the development of the ideas.	RI.8.5 Analyze the structure of a specific paragraph in an informational text, including the role of particular sentences and text features in developing and refining a key concept.
RI.6.6 Determine an author’s perspective and/or purpose in a text and explain how it is conveyed in an informational text.	RI.7.6 Determine an author’s perspective and/or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	RI.8.6 Determine an author’s perspective and/or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.6.7 Integrate information presented in multiple print or digital sources to develop a coherent understanding of a topic or issue.	RI.7.7 Compare and contrast an informational text to an audio, video, or multimedia version, analyzing each medium’s portrayal of the topic (e.g., how the delivery of a speech affects the impact of the words).	RI.8.7 Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, audio, video, multimedia) to present a particular topic or idea.
RI.6.8 <ol style="list-style-type: none"> a. Trace and evaluate the argument in an informational text. b. Identify specific claims in a text. c. Distinguish claims that are supported by evidence from claims that are not supported by evidence. 	RI.7.8 <ol style="list-style-type: none"> a. Trace and evaluate the argument in an informational text. a. Identify specific claims in a text. b. Assess the soundness of reasoning. c. Assess if evidence is relevant and sufficient. d. Recognize when irrelevant evidence is introduced. 	RI.8.8 <ol style="list-style-type: none"> a. Trace and evaluate the argument in an informational text. b. Identify specific claims in a text. c. Assess the soundness of reasoning. d. Assess if evidence is relevant and sufficient. e. Recognize when irrelevant evidence is introduced.
RI.6.9	RI.7.9	RI.8.9

Reading Informational

Sixth Grade	Seventh Grade	Eighth Grade
Compare and contrast one author’s presentation of events with that of another (e.g., a memoir and a biography written about the same person).	Analyze how two or more authors writing about the same topic present information differently by choosing different evidence or offering different interpretations of facts.	Analyze how two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact and/or interpretation.
<p>RI.6.10 Read and comprehend grade-level informational texts, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, and text-to-world connections and comparisons.</p>	<p>RI.7.10 Read and comprehend grade-level informational texts, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, and text-to-world connections and comparisons.</p>	<p>RI.8.10 Read and comprehend grade-level informational texts, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, and text-to-world connections and comparisons.</p>

Reading Informational

Ninth and Tenth Grade (adopted 2017)	Eleventh and Twelfth Grade (adopted 2017)
<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI.11-12.1 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.</p>
<p>RI.9-10.2 Analyze informational text development.</p> <ol style="list-style-type: none"> a. 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. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. 	<p>RI.11-12.2 Analyze informational text development.</p> <ol style="list-style-type: none"> a. 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. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
<p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they</p>	<p>RI.11-12.3 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.</p>

Reading Informational

Ninth and Tenth Grade (adopted 2017)	Eleventh and Twelfth Grade (adopted 2017)
are introduced and developed, and the connections that are drawn between them.	
<p>RI.9-10.4 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 (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>RI.11-12.4 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 (e.g., how Madison defines faction in Federalist No. 10).</p>
<p>RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>
<p>RI.9-10.6 Determine an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.</p>	<p>RI.11-12.6 Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>
<p>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>RI.11-12.7 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.</p>
<p>RI.9-10.8 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.</p>	<p>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>
<p>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>

Reading Informational

Ninth and Tenth Grade (adopted 2017)	Eleventh and Twelfth Grade (adopted 2017)
<p>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>

Reading Foundations Standards

The skills provided as examples in this strand may vary by grade level in the scope and sequence of the adopted HQIM from the Department’s approved list. Districts and schools should follow the scope and sequence of their adopted HQIM.

Reading Foundations		
Kindergarten	First Grade	Second Grade
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print:</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. 	<p>RF.1.1 Demonstrate understanding of the organization and basic features of a sentence:</p> <ol style="list-style-type: none"> Recognize that a sentence begins with a capital letter. Recognize that a sentence ends with punctuation (period, question mark, or exclamation point). Understand that words in a sentence are separated by spaces. Follow words in a sentence from left to right. 	

Reading Foundations

Kindergarten	First Grade	Second Grade
<p>RF.K.2 Recognize and produce the sound structures of spoken words, including syllables and phonemes (sounds), with automaticity:</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, blend and segment up to three syllables in spoken words with automaticity. Identify and segment onsets and rimes in single-syllable spoken words with automaticity. Isolate, identify, and articulate the initial, medial and final phoneme in words containing three phonemes with automaticity. Segment single-syllable words containing three to four phonemes into individual sounds with automaticity. Blend three to four phonemes to make a one-syllable word with automaticity. 	<p>RF.1.2 Identify, produce, and manipulate the sound structures of spoken words, including syllables and phonemes (sounds), with automaticity:</p> <ol style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Blend and segment spoken words with up to five phonemes, including words with initial and final consonant blends. Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes. 	
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ol style="list-style-type: none"> Name the letters of the alphabet in order. Identify, name, and write all lowercase letters with automaticity. Identify, name, and write all uppercase letters with automaticity. 	<p>RF.1.3</p> <ol style="list-style-type: none"> Decode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: <ul style="list-style-type: none"> CVC words with short vowel sounds (e.g., cat) Open-syllables in one syllable words (e.g., go). 	<p>RF.2.3</p> <ol style="list-style-type: none"> Decode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: <ul style="list-style-type: none"> Initial and final 2- to 3 consonant blends Most common vowel teams with long-vowel sounds Hard and soft c and g

Reading Foundations

Kindergarten	First Grade	Second Grade
<p>d. When given a phoneme, identify, name, and write the corresponding grapheme</p> <ul style="list-style-type: none"> • Short vowels • Consonants • Consonant digraphs <p>e. Decode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as:</p> <ul style="list-style-type: none"> • a, e, i, o and u with short vowel sounds (CVC) • Long vowel sounds associated with single letters (open syllables in one-syllable words) • Consonant digraph sh, ch, th, b, c, d, f, g, h, j, k, l, m, n, p, q(u), r, s, t, v, w, x, y, z with most common consonant sounds • Welded/glued (nasalized a) <p>f. Read common high-frequency words with automaticity, aligned with the adopted HQIM, such as:</p> <ul style="list-style-type: none"> • Phonetically regular words • Partially regular words • Irregular words 	<ul style="list-style-type: none"> • Consonant digraphs (e.g., <u>ch</u>art) • Vowel Consonant e (VCe)(e.g., <u>sa</u>me) • FLOSS rule (f, l, s, z doubling) (e.g., <u>st</u>uff) • Initial and final 2-consonant blends • Y as a consonant and a vowel • Multisyllabic words with open and closed syllables. • Compound words • Common prefixes (e.g., <u>un</u>do, <u>re</u>do) • Common inflectional suffixes with single-syllable bases (e.g., <u>help</u>s, <u>help</u>ed, <u>help</u>ing) <p>b. Read common high-frequency words with automaticity, aligned with the adopted HQIM, such as:</p> <ul style="list-style-type: none"> • Phonetically regular word • Partially regular words • Irregular words 	<ul style="list-style-type: none"> • Vowel-r combinations • Compound words • Multisyllabic words with closed syllables, open syllables, VCe, Vowel r, and Vowel Teams • Words containing the -ild, -ost, -old, -olt, -ind pattern • Digraphs • Trigraphs • Silent letter combinations • Common prefixes (e.g., <u>dis</u>tract, <u>in</u>put) • Common inflectional suffixes (e.g., <u>wish</u>es, <u>wish</u>ed, <u>wish</u>ing) • Common derivational suffixes (e.g., <u>neighborhood</u>, <u>teacher</u>) <p>b. Read common high-frequency words with automaticity, aligned with the adopted HQIM, such as:</p> <ul style="list-style-type: none"> • Phonetically regular words • Partially regular words • Irregular words
<p>RF.K.4 Read aloud decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text.</p>	<p>RF.1.4 Read connected texts aloud with sufficient fluency to support comprehension:</p> <p>a. Orally read decodable, controlled texts containing previously taught patterns</p>	<p>RF.2.4 Read connected texts with sufficient fluency to support comprehension:</p> <p>a. Orally read decodable, controlled texts containing previously taught patterns</p>

Reading Foundations

Kindergarten	First Grade	Second Grade
	<p>with accuracy, automaticity, and appropriate expression to gain meaning from text.</p> <p>b. Orally read grade-level text with accuracy, targeting 95% or better, automaticity, and appropriate expression to gain meaning from text, targeting 60 wcpm by the end of first-grade.</p> <p>c. Self-monitor word recognition and understanding, rereading as necessary.</p>	<p>with accuracy, automaticity, and appropriate expression to gain meaning from text.</p> <p>b. Orally read grade-level text with accuracy targeting 95% or better, automaticity, and appropriate expression to gain meaning from text, targeting 100 wcpm by the end of second grade.</p> <p>c. Self-monitor word recognition and understanding, rereading as necessary.</p>

Reading Foundations

Third Grade	Fourth Grade	Fifth Grade
<p>RF.3.3</p> <p>a. Decode words based on syllable type, aligned with scope and sequence of adopted HQIM, such as:</p> <ul style="list-style-type: none"> • Monosyllabic words with diphthongs. • Multisyllabic words with vowel teams (long vowel, short vowel, diphthong). • Consonant -le syllable type. • Multisyllabic words by division type: VC/CV, V/CV, VC/V, CV/VC. • Multisyllabic words with schwa 	<p>RF.4.3</p> <p>Decode multisyllabic words, aligned with scope and sequence of adopted HQIM, using:</p> <ol style="list-style-type: none"> a. Phoneme-grapheme correspondences b. Syllabication patterns c. Morphological structures (e.g., roots and affixes) 	<p>RF. 5.3</p> <p>Decode multisyllabic words, aligned with scope and sequence of adopted HQIM, using:</p> <ol style="list-style-type: none"> a. Phoneme-grapheme correspondences b. Syllabication patterns c. Morphological structures (e.g., roots and affixes)

Reading Foundations

Third Grade	Fourth Grade	Fifth Grade
<p>b. Decode words based on morphological structure, aligned with scope and sequence of adopted HQIM, such as:</p> <ul style="list-style-type: none"> • Common prefixes (e.g., undo). • Common inflectional suffixes (e.g., walking). • Common derivational suffixes (e.g., teacher). • Common Latin roots (e.g., eject) <p>c. Decode common high-frequency words with automaticity, aligned with the adopted HQIM, such as:</p> <ul style="list-style-type: none"> • Phonetically regular words. • Partially regular words. • Irregular words. 		
<p>RF.3.4 Read texts with sufficient fluency to support comprehension.</p> <p>a. Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text.</p> <p>b. Orally read a variety of grade-level texts with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from the text, targeting 112 words correct per</p>	<p>RF.4.4 Read texts with sufficient fluency to support comprehension.</p> <p>a. Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from the text.</p> <p>b. Orally read a variety of grade-level texts with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from the text, targeting 133 words correct per</p>	<p>RF.5.4 Read texts with sufficient fluency to support comprehension.</p> <p>a. Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from the text.</p> <p>b. Orally read a variety of grade-level texts with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from the text, targeting 146 words correct per</p>

Reading Foundations

Third Grade	Fourth Grade	Fifth Grade
<p style="background-color: red; color: black; padding: 2px;">minute (wcpm) by the end of third grade.</p> <p>c. Self-monitor word recognition and understanding, rereading as necessary.</p>	<p style="background-color: red; color: black; padding: 2px;">minute (wcpm) by the end of fourth grade.</p> <p>c. Self-monitor word recognition and understanding, rereading as necessary.</p>	<p style="background-color: red; color: black; padding: 2px;">minute (wcpm) by the end of fifth grade.</p> <p>c. Self-monitor word recognition and understanding, rereading as necessary.</p>

Reading Foundations

Sixth Grade	Seventh Grade	Eighth Grade
<p>RF.6.3</p> <p>a. Decode words by applying morphological analysis, word recognition, and etymology including:</p> <ul style="list-style-type: none"> • Roots • Prefixes • Suffixes <p>b. Read common high-frequency words with automaticity such as:</p> <ul style="list-style-type: none"> • Phonetically regular words: winter, test, beside • Partially regular words: square, region, believe • Irregular words: average, effect, verify <p>c. Identify and know the meaning of common Latin and Greek:</p> <ul style="list-style-type: none"> • Roots • Prefixes • Suffixes 	<p>RF.7.3</p> <p>a. Decode words by applying morphological analysis, word recognition, and etymology including:</p> <ul style="list-style-type: none"> • Roots • Prefixes • Suffixes <p>b. Read common high-frequency words with automaticity such as:</p> <ul style="list-style-type: none"> • Phonetically regular words: winter, test, beside • Partially regular words: square, region, believe • Irregular words: average, effect, verify <p>c. Identify and know the meaning of common Latin and Greek:</p> <ul style="list-style-type: none"> • Roots • Prefixes • Suffixes 	<p>RF.8.3</p> <p>a. Decode words by applying morphological analysis, word recognition, and etymology including:</p> <ul style="list-style-type: none"> • Roots • Prefixes • Suffixes <p>b. Read common high-frequency words with automaticity such as:</p> <ul style="list-style-type: none"> • Phonetically regular words: winter, test, beside • Partially regular words: square, region, believe • Irregular words: average, effect, verify <p>c. Identify and know the meaning of common Latin and Greek:</p> <ul style="list-style-type: none"> • Roots • Prefixes • Suffixes
RF.6.4.	RF.7.4	RF.8.4

Reading Foundations

Sixth Grade	Seventh Grade	Eighth Grade
<p>Read grade-level texts with sufficient fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Orally read grade-level text with accuracy targeting 95% or greater, automaticity, and appropriate expression to gain meaning from text, targeting 146 wcpm by the end of sixth grade. b. Self-monitor word recognition and understanding, rereading as necessary. 	<p>Read grade-level texts with sufficient fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Orally read grade-level text with accuracy targeting 95% or greater, automaticity, and appropriate expression to gain meaning from text, targeting 146 wcpm or greater by the end of seventh grade. b. Self-monitor word recognition and understanding, rereading as necessary. 	<p>Read connected texts with sufficient fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Orally read grade-level text with accuracy targeting 95% or greater, automaticity, and appropriate expression to gain meaning from text, targeting 146 wcpm or greater by the end of eighth grade. b. Self-monitor word recognition and understanding, rereading as necessary.

Writing Foundations Standards (NEW)

The skills provided as examples in this strand may vary by grade level in the scope and sequence of the adopted HQIM from the Department’s approved list. Districts and schools should follow the scope and sequence of their adopted HQIM.

Writing Foundations (NEW)

Kindergarten	First Grade	Second Grade
<p>WF.K.1 Print all lowercase and most uppercase graphemes (letter/letters) independently, accurately, and with automaticity. Demonstrate this through:</p> <ul style="list-style-type: none"> a. Correct letter strokes. b. Correct letter formation. c. Accurate letter placement within words. d. Proper directionality (top to bottom, left to right). 	<p>WF.1.1 Print all lowercase and uppercase graphemes (letter/letters) independently, accurately, and with automaticity. Demonstrate this through:</p> <ul style="list-style-type: none"> a. Correct letter strokes. b. Correct letter formation. c. Accurate letter placement within words. d. Proper directionality (top to bottom, left to right). e. Correct line placement; and 	<p>WF.2.1 Write legibly in manuscript and/or cursive:</p> <ul style="list-style-type: none"> a. Write all letters independently, in manuscript and/or cursive, with accuracy and fluency cross words and sentences. b. Maintain consistent letter size, spacing, alignment, and automaticity of strokes.

Writing Foundations (NEW)

Kindergarten	First Grade	Second Grade
<p>e. Appropriate line placement; and</p> <p>f. Appropriate pencil grip.</p>	<p>f. Appropriate pencil grip.</p>	
<p>WF.K.2 When given a word of up to three phonemes, encode and print words independently and accurately.</p>	<p>WF.1.2</p> <p>a. Encode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as:</p> <ul style="list-style-type: none"> • Short vowel • Long vowel in one-syllable words • Consonant digraphs • Consonant blends • Vowel Consonant e (VCe) (e.g., same), pine) • FLOSS rule (f, l, s, z doubling) (e.g., stuff), jazz) • Common inflectional suffixes (e.g., help<u>s</u>, help<u>ed</u>, help<u>ing</u>) 	<p>WF.2.2</p> <p>a. Encode words aligned with scope and sequence of adopted HQIM, such as:</p> <ul style="list-style-type: none"> • Grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le. <p>b. Grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.</p> <p>c. Encode words aligned with the scope and sequence of adopted HQIM such as:</p> <ul style="list-style-type: none"> • Two- and three-consonant blends, including those containing digraphs. • Consonant digraphs, trigraphs, and combinations. • Y as a consonant and a vowel • Common vowel teams, including diphthongs. • Hard and soft c and g.

Writing Foundations (NEW)

Kindergarten	First Grade	Second Grade
		<ul style="list-style-type: none"> • Contractions with am, is, has, not, have, would, and will, using apostrophes appropriately. • Compound words • Words containing the -ild, -ost, -old, -olt, -ind pattern • Common prefixes (e.g., <u>distract</u>, <u>input</u>) • Common inflectional suffixes (<u>wishes</u>, <u>wished</u>, <u>wishing</u>) • Common derivational suffixes (e.g., <u>neighborhood</u>, <u>teacher</u>)
<p>WF.K.3 Print a simple sentence independently and accurately using grade-appropriate orthographic patterns, rules and high-frequency words with:</p> <ol style="list-style-type: none"> a. Correct capitalization (beginning word, proper nouns, the pronoun “I”). b. Appropriate spacing; and c. Correct ending punctuation (for example: period, question mark or exclamation mark). 	<p>WF.1.3 Print a simple sentence independently and accurately using grade-appropriate orthographic patterns, rules and high-frequency words with:</p> <ol style="list-style-type: none"> a. Use of appropriate capitalization (beginning word, proper nouns, the pronoun “I”); b. Appropriate spacing; c. and Correct ending punctuation (for example: period, question mark or exclamation mark). 	<p>WF.2.3 Write complete sentences demonstrating knowledge of punctuation conventions.</p> <ol style="list-style-type: none"> a. Utilize commas with words in a series in a sentence. b. Use apostrophes to form contractions and possessives. Examples: contractions with am, is, has, not (I’m, she’s, don’t) c. Use punctuation to set off interjections. d. Expand sentences using frequently occurring conjunctions. Examples: because, so, but

(NEW) Writing Foundations

Third Grade	Fourth Grade	Fifth Grade
<p>WF.3.1 Write legibly in manuscript and/or cursive.</p> <ol style="list-style-type: none">Write letters legibly to focus attention on composing ideas rather than forming letters.Write legibly at a pace that supports sustained composition and notetaking across sentences and paragraphs.	<p>WF.4.1 Write legibly in manuscript and/or cursive.</p> <ol style="list-style-type: none">Write letters legibly to focus attention on composing ideas rather than forming letters.Write legibly at a pace that supports sustained composition and notetaking across sentences and paragraphs.	<p>WF.5.1 Write fluently and legibly in manuscript and/or cursive.</p> <ol style="list-style-type: none">Write legibly to communicate and support sustained compositions across tasks.Place text elements correctly on the page (e.g., headings, titles, paragraph indentations).
<p>WF.3.2</p> <ol style="list-style-type: none">Encode words, aligned with scope and sequence of adopted HQIM, such as:<ul style="list-style-type: none">Multisyllabic words using knowledge of syllable types including open, closed, vowel-consonant -e, vowel teams (including diphthongs), r-controlled vowels, consonant -le, and Schwa.High-frequency words using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.Encodes words with patterns, aligned with scope and sequence of adopted HQIM, such as:<ul style="list-style-type: none">Two- to three-consonant blends, including those containing digraphs.	<p>WF.4.2 Encode words, aligned with scope and sequence of adopted HQIM, such as:</p> <ol style="list-style-type: none">Multisyllabic words using knowledge of syllable types including open, closed, vowel-consonant-e, vowel-teams, r-controlled vowels, consonant -le, and schwa.Unfamiliar multisyllabic words, using knowledge of roots, prefixes, and suffixes.High-frequency words, using predictable, decodable phoneme-grapheme correspondences.Homophones (e.g., to, two, too).	<p>WF.5.2 Encode words, aligned with scope and sequence of adopted HQIM, such as:</p> <ol style="list-style-type: none">Multisyllabic words using knowledge of syllable types.Unfamiliar multisyllabic words, using knowledge of roots, prefixes, and suffixes.High-frequency words, using morphological structures.

(NEW) Writing Foundations

Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none">• Consonant digraphs, trigraphs, and silent letter combinations.• Common prefixes (e.g., <u>undo</u>).• Common inflectional suffixes (e.g., <u>walk<u>ing</u></u>).• Common derivational suffixes (e.g., <u>teacher<u>s</u></u>).• Consonant doubling for suffix addition.• Drop the silent <i>e</i> for suffix addition.• Change <i>y</i> to <i>i</i> for suffix addition.		
<p>WF.3.3 Write complete sentences that demonstrate knowledge of conventions.</p> <ol style="list-style-type: none">Include the parts of a complete sentence (subject and predicate)Identify and correct sentence fragments and run-on sentences.Use articles <i>a</i>, <i>an</i>, and <i>the</i> correctly.Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.	<p>WF.4.3 Write complete sentences that demonstrate knowledge of conventions.</p> <ol style="list-style-type: none">Use relative pronouns <i>who</i>, <i>whose</i>, <i>which</i> and <i>that</i>, relative adverbs <i>where</i>, <i>when</i>, and <i>how</i>, and irregular possessive nouns.Form and use the progressive verb tenses (e.g., she <i>is</i> talking, she <i>was</i> talking, she <i>will be</i> talking).Use modal auxiliary verbs to convey various conditions (e.g., can, could, may, might, must, shall, should, will, and would).	<p>WF.5.3 Write in complete sentences to demonstrate knowledge of conventions.</p> <ol style="list-style-type: none">Use varied pronouns and their antecedents correctly in composing and revising writing (e.g., <u>Eddie</u> played <u>his</u> guitar; <u>Sarah and Megan</u> played <u>their</u> instruments.).Use subject-verb agreement correctly when composing and revising writing.Use verb tenses to convey various times, sequences, states, and conditions.Recognize and correct shifts in verb tense, including subject-verb agreement.Use perfect verb tenses to compose and revise writing. (e.g., <u>I have</u>

(NEW) Writing Foundations

Third Grade	Fourth Grade	Fifth Grade
		f. finished my work. She has finished her work. Use correlative conjunctions correctly when composing and revising writing (e.g., You can have either cake or pie for dessert).

(NEW) Writing Foundations

Third Grade	Fourth Grade	Fifth Grade
WF.6.1 Write fluently and legibly in manuscript and/or cursive, at a pace that supports sustained composition and notetaking.	WF.7.1 Write fluently and legibly in manuscript and/or cursive, at a pace that supports sustained composition and notetaking.	WF.8.1 Write fluently and legibly in manuscript and/or cursive, at a pace that supports sustained composition and notetaking.
WF.6.2 Apply knowledge of grade-appropriate morphological awareness, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately. a. Encode grade-appropriate multisyllabic words using knowledge of syllable types. b. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words. c. Encode grade-appropriate irregular words.	WF.7.2 Apply knowledge of grade-appropriate morphological awareness, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately. a. Encode grade-appropriate multisyllabic words using knowledge of syllable types. b. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words. c. Encode grade-appropriate irregular words.	WF.8.2 Apply knowledge of grade-appropriate morphological awareness, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately. a. Encode grade-appropriate multisyllabic words using knowledge of syllable types. b. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words. c. Encode grade-appropriate irregular words.

Writing Standards

Writing		
Kindergarten	First Grade	Second Grade
<p>W.K.1 Use drawing, dictation, and/or writing to express an opinion about a given topic or book.</p>	<p>W.1.1 Write opinion pieces with a clear topic, stated opinion, reasons, and closure.</p>	<p>W.2.1 Write opinion pieces that include a clear topic, a stated opinion, reasons supported by evidence or examples, and a conclusion, using linking words and grade-level phonics-based spelling.</p> <p>Write opinion pieces in which they:</p> <ol style="list-style-type: none"> Introduce the topic or book State an opinion Supply reasons that support the opinion Use linking words (because, and, also) Provide a concluding statement or section.
<p>W.K.2 Use drawing, dictation, and/or writing to compose informative or explanatory texts about a given topic.</p>	<p>W.1.2 Write informative/explanatory texts with a clear topic, facts, and closure.</p>	<p>W.2.2 Write informative texts that introduce a topic, use facts and definitions to explain ideas, and include a conclusion, using linking words and appropriate vocabulary.</p> <p>Write informative/explanatory texts in which they:</p> <ol style="list-style-type: none"> Introduce a topic Use facts and definitions to develop points Use linking words (because, and, also) Provide a concluding statement or section.

Writing

Kindergarten	First Grade	Second Grade
<p>W.K.3 Use drawing, dictation, and/or writing to narrate a single event or a sequence of events.</p>	<p>W.1.3 Write a personal or fictional narrative with a clear topic, at least two events in order, details about what happened, temporal words to show sequence, and some sense of closure.</p>	<p>W.2.3 Write narratives that recount sequenced events with descriptive details, temporal words, and a clear conclusion, using complete sentences and grade-level spelling. Write narratives in which they:</p> <ol style="list-style-type: none"> a. Recount a well-elaborated event or short sequence of events b. Include details to describe actions, thoughts, and feelings c. Use temporal words to signal event order d. Provide a sense of closure.
<p>W.K.4 (Begins in Grade 3)</p>	<p>W.1.4 (Begins in Grade 3)</p>	<p>W.2.4 (Begins in Grade 3)</p>
<p>W.K.5 With adult support, respond to questions and suggestions, adding details to strengthen ideas in writing.</p>	<p>W.1.5 With adult support, respond to questions and suggestions and add details to strengthen ideas in writing by revising and editing.</p>	<p>W.2.5 With adult support, revise and edit writing to improve clarity, organization, and conventions (capitalization, punctuation, spelling), using feedback from adults or peers.</p>
<p>W.K.6 With adult support, explore a variety of tools to produce and publish writing, including in collaboration with peers.</p>	<p>W.1.6 With adult support, explore a variety of tools to produce and publish writing, working both individually and in collaboration with peers.</p>	<p>W.2.6 With adult support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>W.K.7 With adult support, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>W.1.7 With adult support, recall information from experiences or gather information from sources to provide a written response to a question.</p>	<p>W.2.7 With adult support, recall information from personal experiences or gather information from provided sources to answer a specific question in writing.</p>

Writing

Kindergarten	First Grade	Second Grade
<p>W.K.8 With adult support, engage in collaborative research or writing projects that build language, vocabulary, and foundational writing skills around a given topic or theme.</p>	<p>W.1.8 With adult support, engage in collaborative research or writing projects that build language, vocabulary and foundational writing skills around a topic or theme by</p> <ul style="list-style-type: none"> a. Recalling information from experiences; and/or b. Gathering information from provided sources 	<p>W.2.8 With adult support, engage in shared and independent research projects by reading multiple texts on a topic, recording observations, and composing short reports using grade-level vocabulary and sentence structure.</p>
<p>W.K.9 (Begins in Grade 4)</p>	<p>W.1.9 (Begins in Grade 4)</p>	<p>W.2.9 (Begins in Grade 4)</p>
<p>W.K.10 (Begins in Grade 3)</p>	<p>W.1.10 (Begins in Grade 3)</p>	<p>W.2.10 (Begins in Grade 3)</p>

Writing

Third Grade	Fourth Grade	Fifth Grade
<p>W.3.1 Write opinion pieces that include:</p> <ul style="list-style-type: none"> a. An introduction with a clear topic sentence; b. A stated opinion; c. Reasons that support a point of view with evidence or examples; d. A concluding statement or section; e. Organizational structure; f. Linking words and phrases; g. Relevant vocabulary; h. Complete sentences; and i. Grade-level phonics-based spelling. 	<p>W.4.1 Write opinion pieces that include:</p> <ul style="list-style-type: none"> a. An introduction with a clear topic sentence; b. A stated opinion; c. Reasons supported by evidence or examples from the text(s); d. A concluding statement; e. Organizational structure to support the writer's purpose; f. Linking words and phrases; g. Relevant vocabulary; h. Sentence variety; and i. Grade-level phonics-based spelling. 	<p>W.5.1 Write opinion pieces that include:</p> <ul style="list-style-type: none"> a. An introduction with a clear topic; b. A stated opinion; c. Logically ordered reasons supported by facts and details; d. A concluding statement; e. Organizational structure to support the writer's purpose; f. Linking words, phrases, and clauses; g. Precise language and/or domain-specific vocabulary; h. Sentence variety; and i. Grade-level spelling.

Writing

Third Grade	Fourth Grade	Fifth Grade
<p>W.3.2 Write informative/explanatory pieces that include:</p> <ul style="list-style-type: none"> a. An introduction with a clear topic sentence; b. Facts, definitions, and/or details to develop the topic; c. A concluding statement or section; d. Organizational structure; e. Linking words and phrases; f. Relevant vocabulary; g. Complete sentences; and h. Grade-level phonics-based spelling. 	<p>W.4.2 Write informative/explanatory pieces that include:</p> <ul style="list-style-type: none"> a. An introduction with a clear topic sentence; b. Facts, definitions, details, quotations and/or examples from the text(s) to develop the topic; c. A concluding statement; d. Organizational structure to support the writer’s purpose; e. Linking words and phrases; f. Relevant vocabulary; g. Sentence variety; and h. Grade-level phonics-based spelling. 	<p>W.5.2 Write informative/explanatory pieces that include:</p> <ul style="list-style-type: none"> a. An introduction with a clear topic and focus; b. Facts, definitions, concrete details, quotations and examples to develop the topic; c. A concluding statement; d. Organizational structure to support the writer’s purpose; e. Linking words, phrases and clauses; f. Precise language and domain-specific vocabulary; g. Sentence variety; and h. Grade-level spelling.
<p>W.3.3 Write narratives that develop real or imagined sequenced events including:</p> <ul style="list-style-type: none"> a. An introduction; b. A situation and narrator and/or characters; c. Dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events; d. A conclusion; e. Organizational structure; f. Temporal words and phrases; g. Descriptive details; h. Complete sentences; and i. Grade-level phonics-based spelling. 	<p>W.4.3 Write narratives that develop real or imagined sequenced events including:</p> <ul style="list-style-type: none"> a. An introduction; b. A situation and narrator and/or characters; c. Dialogue and description of experiences and events; d. A conclusion; e. Organizational structure to support the writer’s purpose; f. Transitional words and phrases; g. Descriptive and/or sensory details; h. Sentence variety; and i. Grade-level phonics-based spelling. 	<p>W.5.3 Write narratives that develop real or imagined sequenced events including:</p> <ul style="list-style-type: none"> a. An introduction; b. A situation with a narrator and/or characters; c. Dialogue, description, and pacing to develop experiences and events; d. A conclusion; e. Organizational structure to support the writer’s purpose; f. Transitional words, phrases, and clauses; g. Precise language and sensory details; h. Sentence variety; and

Writing

Third Grade	Fourth Grade	Fifth Grade
		i. Grade-level spelling.
<p>W.3.4 With gradually fading adult support, produce writing, collaboratively and independently, in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.4.4 Produce clear and coherent writing, collaboratively and independently, in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4 Produce clear and coherent writing, collaboratively and independently, in which the development and organization are appropriate to task, purpose, and audience.</p>
<p>W.3.5 With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (capitalization, punctuation, spelling), using feedback from adults or peers.</p>	<p>W.4.5 With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (capitalization, punctuation, spelling), using feedback from adults or peers.</p>	<p>W.5.5 With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.</p>
<p>W.3.6 With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools (e.g., multimedia platforms) to produce and publish writing.</p>	<p>W.4.6 With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools (e.g., multimedia platforms) to produce and publish writing.</p>	<p>W.5.6 With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools (e.g., multimedia platforms) to produce and publish writing.</p>
<p>W.3.7 Engage in brief research projects, collaboratively and independently, by:</p> <ol style="list-style-type: none"> a. Gathering information from a variety of sources on a topic; b. Recording observations; and c. Composing short reports using grade-level vocabulary and sentence structure. 	<p>W.4.7 Engage in brief research projects, collaboratively and independently, that investigate different aspects of a topic by:</p> <ol style="list-style-type: none"> a. Gathering information from a variety of sources on a topic; b. Recording observations; and c. Composing short reports using grade-level vocabulary and sentence variety. 	<p>W.5.7 Engage in independent research projects that investigate different aspects of a topic by:</p> <ol style="list-style-type: none"> a. Using multiple sources on a topic; b. Recording observations; and c. Composing short reports using grade-level vocabulary and sentence variety.
W.3.8	W.4.8	W.5.8

Writing

Third Grade	Fourth Grade	Fifth Grade
<p>Recall information from personal experiences or gather information from sources to:</p> <ol style="list-style-type: none"> Take brief notes; Sort evidence into focused categories; and Answer a specific question in writing. 	<p>Recall relevant information from personal experiences or gather relevant information from sources to:</p> <ol style="list-style-type: none"> Take notes; Categorize information; Answer a specific question in writing; and Provide a list of sources. 	<p>Use relevant information from personal experiences or sources to:</p> <ol style="list-style-type: none"> Take notes; Summarize or paraphrase information; and Provide a list of sources.
<p>W.3.9 (Begins in Grade 4)</p>	<p>W.4.9 Use evidence from grade-level literary or informational texts to support analysis, reflection, and research.</p>	<p>W.5.9 Use evidence from grade-level literary or informational texts to support analysis, reflection, and research.</p>
<p>W.3.10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.4.10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.5.10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.</p>

Writing

Sixth Grade	Seventh Grade	Eighth Grade
<p>W.6.1</p> <p>a. Write argumentative pieces that include:</p> <p>b. A thesis statement, within the introduction, to present an argument;</p> <p>c. Clear reasons and relevant evidence to support claim(s) that are well organized and demonstrate an understanding of the topic or text;</p> <p>d. Words, phrases, and clauses that clarify the relationship among claim(s) and reasons;</p> <p>e. Precise language and domain-specific vocabulary;</p> <p>f. Language appropriate to the audience and purpose;</p> <p>g. Use of credible sources; and</p> <p>h. A concluding statement or section that follows from the argument presented.</p>	<p>W.7.1</p> <p>Write argumentative pieces that include:</p> <p>a. A clear thesis statement, within the introduction, to present an argument;</p> <p>b. An introduction of claim(s), with clearly organized reasons and an acknowledgement of alternate or opposing claims;</p> <p>c. Clear reasons and relevant evidence to support claim(s) that are well organized, include logical reasoning, and demonstrate an understanding of the topic or text;</p> <p>d. Words, phrases, and clauses that create cohesion and clarify the relationships among claim(s), reasons, and evidence;</p> <p>e. Precise language and domain-specific vocabulary;</p> <p>f. Language appropriate to the audience and purpose;</p> <p>g. Use of accurate, credible sources; and</p> <p>h. A concluding statement or section that supports the argument presented.</p>	<p>W.8.1</p> <p>a. Write argumentative pieces that include:</p> <p>b. A clear thesis statement, within the introduction, to present an argument;</p> <p>c. An introduction of claim(s) with clearly organized reasons and an acknowledgement of alternate or opposing claims;</p> <p>d. Clear reasons and relevant evidence to support claim(s) that are well organized, include logical reasoning, and demonstrate an understanding of the topic or text;</p> <p>e. Words, phrases, and clauses that create cohesion and clarify the relationships among claim(s), reasons, and evidence;</p> <p>f. Precise language and domain-specific vocabulary;</p> <p>g. Language appropriate to the audience and purpose;</p> <p>h. Use of accurate, credible sources; and</p> <p>i. A concluding statement or section that supports the argument presented.</p>
<p>W.6.2</p> <p>Write informative/explanatory pieces that include:</p>	<p>W.7.2</p> <p>Write informative/explanatory pieces that include:</p>	<p>W.8.2</p> <p>Write informative/explanatory pieces that include:</p>

Writing

Sixth Grade	Seventh Grade	Eighth Grade
<ul style="list-style-type: none"> a. A thesis statement, within the introduction, to present the topic; b. Relevant facts, definitions, concrete details, quotations, or other information or details to develop the topic; c. Organized text structure such as description, chronology/sequence, problem/solution, compare/contrast, and cause/effect; d. Appropriate transitions to clarify relationships among ideas and concepts; e. Precise language and domain-specific vocabulary; f. Language appropriate to the audience and purpose; g. Formatting, graphics, and multimedia to clarify information presented, if needed; h. Use of credible sources; and i. A concluding statement or section that follows from the information or explanation presented. 	<ul style="list-style-type: none"> a. A clear thesis statement, within the introduction, previewing what is to follow; b. Relevant facts, definitions, concrete details, quotations, or other information or details to develop the topic; c. Organized text structure such as description, chronology/sequence, problem/solution, compare/contrast, and cause/effect; d. Appropriate transitions to create cohesion and clarify relationships among ideas and concepts; e. Precise language and domain-specific vocabulary; f. Language appropriate to the audience and purpose; g. Formatting, graphics, and multimedia to clarify information presented, if needed; h. Use of accurate, credible sources; and i. A concluding statement or section that supports the information or explanation presented. 	<ul style="list-style-type: none"> a. A clear thesis statement, within the introduction, previewing what is to follow; b. Relevant facts, definitions, concrete details, quotations, or other information and examples, organized into broad categories, to develop the topic; c. Organized text structure such as description, chronology/sequence, problem/solution, compare/contrast, and cause/effect; d. Appropriate and varied transitions to create cohesion and clarify relationships among ideas and concepts; e. Precise language and domain-specific vocabulary; f. Language appropriate to the audience and purpose; g. Formatting, graphics, and multimedia to clarify information presented, if needed; h. Use of accurate, credible sources; and i. A concluding statement or section that supports the information or explanation presented.

Writing

Sixth Grade	Seventh Grade	Eighth Grade
<p>W.6.3</p> <ul style="list-style-type: none"> a. Write narratives that develop real or imagined sequenced events that include: b. An introduction to engage and orient the reader that establishes context and introduces a narrator and/or characters; c. An organized event sequence; d. Dialogue, pacing, and description to develop experiences, events, and/or characters; e. A variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; f. Precise language, relevant descriptive details, and sensory language; and g. A conclusion that follows from the narrated experiences or events. 	<p>W.7.3</p> <p>Write narratives that develop real or imagined sequenced events that include:</p> <ul style="list-style-type: none"> a. An introduction to engage and orient the reader that establishes context and introduces a narrator and/or characters; b. An organized event sequence; c. Dialogue, pacing, and description to develop experiences, events, and/or characters; d. A variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; e. Precise language, relevant descriptive details, and sensory language; and f. A conclusion that follows from and reflects on the narrated experiences or events. 	<p>W.8.3</p> <p>Write narratives that develop real or imagined sequenced events that include:</p> <ul style="list-style-type: none"> a. An introduction to engage and orient the reader that establishes context and introduces a narrator and/or characters; b. An organized event sequence; c. Dialogue, pacing, and description to develop experiences, events, and/or characters; d. A variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another and show the relationships among experiences and events; e. Precise language, relevant descriptive details, and sensory language; and f. A conclusion that reflects on the narrated experiences or events.
<p>W.6.4</p> <p>Produce clear and coherent writing, in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.7.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.8.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
<p>W.6.5</p> <p>With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.</p>	<p>W.7.5</p> <p>With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.</p>	<p>W.8.5</p> <p>With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.</p>

Writing

Sixth Grade	Seventh Grade	Eighth Grade
<p>W.6.6 Use a variety of digital skills (e.g. keyboarding) and tools (e.g. multimedia platforms) to produce and publish writing.</p>	<p>W.7.6 Use a variety of digital skills (e.g. keyboarding) and tools (e.g. multimedia platforms) to produce and publish writing, link and/or cite sources, and collaborate with others.</p>	<p>W.8.6 Use a variety of digital skills (e.g. keyboarding) and tools (e.g. multimedia platforms) to produce and publish writing, present the relationships between information and ideas efficiently, and collaborate with others.</p>
<p>W.6.7</p> <ol style="list-style-type: none"> a. Conduct independent research projects to answer a question by: b. Using multiple sources on a topic; c. Recording relevant evidence; and d. Evaluating and determining relevancy of evidence. 	<p>W.7.7 Conduct independent research projects to answer a question by:</p> <ol style="list-style-type: none"> a. Using multiple sources on a topic; b. Recording relevant evidence; c. Evaluating and determining the relevancy of evidence; and d. Generating additional, related questions for further research and investigation. 	<p>W.8.7 Conduct independent research projects to answer a question (including a self-generated question) by:</p> <ol style="list-style-type: none"> a. Using credible sources on a topic; b. Recording relevant evidence; c. Evaluating and determining the relevancy of evidence; and d. Generating additional, related questions for further research and investigation.
<p>W.6.8</p> <ol style="list-style-type: none"> a. Gather and use relevant information from multiple print and digital resources. b. Assess the credibility of each source. c. Accurately quote or paraphrase the data and conclusions of others to avoid plagiarism. d. List basic bibliographic information for sources to avoid plagiarism. 	<p>W.7.8 Gather and use relevant information from multiple print and digital resources.</p> <ol style="list-style-type: none"> a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Accurately quote or paraphrase the data and conclusions of others to avoid plagiarism. d. Cite sources to avoid plagiarism, using a standard format. 	<p>W.8.8 Gather and use relevant information from multiple print and digital resources.</p> <ol style="list-style-type: none"> a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Accurately quote or paraphrase the data and conclusions of others to avoid plagiarism. d. Cite sources to avoid plagiarism, using a standard format.
W.6.9	W.7.9	W.8.9

Writing

Sixth Grade	Seventh Grade	Eighth Grade
<p>Use evidence from grade-appropriate literary or informational texts to support analysis, elaboration, reflection, and research.</p>	<p>Use evidence from grade-appropriate literary or informational texts to support analysis, elaboration, reflection, and research.</p>	<p>Use evidence from grade-appropriate literary or informational texts to support analysis, elaboration, reflection, and research.</p>
<p>W.6.10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.7.10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.8.10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.</p>

Writing

Ninth and Tenth Grade (adopted 2017)	Eleventh and Twelfth Grade (adopted 2017)
<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Establish a clear and thorough thesis to present an argument. b. 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. c. 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. d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the

Writing

Ninth and Tenth Grade (adopted 2017)	Eleventh and Twelfth Grade (adopted 2017)
<ul style="list-style-type: none"> 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 argument presented. 	<p>relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> 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 argument presented.
<p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Establish a clear and thorough thesis to present information. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed. c. 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. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Establish a clear and thorough thesis to present and explain information. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Writing

Ninth and Tenth Grade (adopted 2017)	Eleventh and Twelfth Grade (adopted 2017)
	<p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. 	<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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.
<p>W.9-10.4 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.)</p>	<p>W.11-12.4 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.)</p>

Writing

Ninth and Tenth Grade (adopted 2017)	Eleventh and Twelfth Grade (adopted 2017)
<p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p>	<p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p>
<p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a</p>	<p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature,</p>

Writing

Ninth and Tenth Grade (adopted 2017)	Eleventh and Twelfth Grade (adopted 2017)
<p>theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>including how two or more diverse texts from the same period treat similar themes and/or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
<p>W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

Speaking and Listening Standards

Speaking and Listening

Kindergarten	First Grade	Second Grade
<p>SL.K.1 Participate in discussions about kindergarten topics in pairs, small groups, or whole-class settings, following agreed-upon rules:</p> <ol style="list-style-type: none"> Listen to others and take turns speaking during discussions. Keep the conversation going through several exchanges. Stay focused on topic by talking about the topic or text under discussion. 	<p>SL.1.1 Participate in discussions about first grade topics and texts in pairs, small groups, or whole-class settings:</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions, such as taking turns respectfully, listening carefully, and speaking one at a time about the topics and texts under discussion. 	<p>SL.2.1 Participate in discussions about second grade topics and texts in pairs, small groups, or whole-class settings, following agreed upon rules.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions, such as taking turns respectfully, listening carefully, and speaking one at a time about the topics and texts under discussion.

Speaking and Listening

Kindergarten	First Grade	Second Grade
	<ul style="list-style-type: none"> b. Engage in conversation by responding to others' comments through multiple exchanges. c. Ask for clarification and further explanation as needed. 	<ul style="list-style-type: none"> b. Engage in conversation by responding to others' comments across multiple exchanges and contributing ideas that further develop the discussion. c. Ask for clarification and further explanation as needed.
<p>SL.K.2 Answer questions about key details of a text, conversation, or other media to demonstrate understanding.</p>	<p>SL.1.2 Answer questions about the main topic and key details of a text read aloud or information presented in various media and other formats, requesting clarification if something is not understood.</p>	<p>SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).</p>
<p>SL.K.3 Ask questions to seek help, information, or clarification of a given topic or task.</p>	<p>SL.1.3 Ask questions about what a speaker says to obtain more information or clarify points that are unclear.</p>	<p>SL.2.3 Ask questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</p>
<p>SL.K.4 With adult support, expand oral descriptions of familiar people, places, things, and events by adding relevant details.</p>	<p>SL.1.4 Clearly describe people, places, things and events with relevant details.</p>	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<p>SL.K.5 Use pictures, objects, or visual tools to enhance ideas, thoughts, and feelings so others can understand them.</p>	<p>SL.1.5 Create or use visual displays to clarify ideas, thoughts, and emotions.</p>	<p>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.</p>

Speaking and Listening

Kindergarten	First Grade	Second Grade
<p>SL.K.6 Produce basic thoughts, ideas, and feelings using kernel sentences with a subject and a verb.</p>	<p>SL.1.6 Produce complete sentences appropriate to a task or situation.</p>	<p>SL.2.6 Use complete sentences, when appropriate to the task or situation, to provide requested details or clarification.</p>

Speaking and Listening

Third Grade	Fourth Grade	Fifth Grade
<p>SL.3.1 Participate in discussions about third grade topics and texts in pairs, small groups, or whole-class settings.</p> <ol style="list-style-type: none"> a. Come to discussions prepared (having read and/or studied materials). b. Explicitly use the information known about the topic. c. Follow agreed-upon rules for discussion, such as taking turns respectfully, listening carefully, and speaking one at a time about the topics and texts under discussion. d. Make comments that link to the remarks of others. e. Ask for clarification and further explanation as needed. 	<p>SL.4.1 Participate in discussions about fourth grade topics and texts in pairs, small groups, or whole-class settings, following agreed upon rules.</p> <ol style="list-style-type: none"> a. Come to discussions prepared (having read and/or studied materials). b. Explicitly use the information known about the topic. c. Complete assigned roles. d. Make comments that further the discussion and link to the remarks of others. e. Pose and respond to specific questions to clarify or follow up on information. 	<p>SL.5.1 Participate in discussions about fifth grade topics and texts in pairs, small groups, or whole-class settings, following agreed upon rules.</p> <ol style="list-style-type: none"> a. Come to discussions prepared (having read and/or studied materials). b. Explicitly use the information known about the topic to explore ideas under discussion. c. Complete assigned roles. d. Make comments that further the discussion, elaborating on and drawing conclusions from the remarks of others. e. Pose and respond to specific questions to clarify or follow up on information.
<p>SL.3.2 After a presentation (i.e., read-aloud, multimedia, oral), use speaking or writing to identify the main ideas and key details, including information shown in text features</p>	<p>SL.4.2 After a presentation (i.e., read-aloud, multimedia, oral), use speaking or writing to paraphrase ideas, including information</p>	<p>SL.5.2 Summarize a presentation (i.e., read-aloud, multimedia, oral), including information shown in text features, such as charts, diagrams, graphs, tables, or images.</p>

Speaking and Listening

Third Grade	Fourth Grade	Fifth Grade
such as charts, diagrams, graphs, tables, or images.	shown in text features, such as charts, diagrams, graphs, tables, or images.	
<p>SL.3.3 Ask and/or answer questions about what a speaker says to request and provide elaboration and detail.</p>	<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<p>SL.3.4 Tell a story, give a report, or recount an experience with appropriate facts and relevant, descriptive details, while speaking clearly at an understandable pace.</p>	<p>SL.4.4 Tell a story or recount an experience in an organized manner, using relevant facts and details to support main ideas or themes, while speaking clearly at an understandable pace.</p>	<p>SL.5.4 Report on an informational topic or present an opinion using:</p> <ol style="list-style-type: none"> a. Logically sequenced details; b. Appropriate facts and relevant, descriptive details to support main ideas or themes; c. Clear speech at an understandable pace.
<p>SL.3.5 Create multimedia presentations of stories or poems; add visual displays when appropriate to emphasize the development of main ideas or themes.</p>	<p>SL.4.5 Create multimedia presentations of informational text; add visual displays when appropriate to enhance the development of main ideas or themes.</p>	<p>SL.5.5 Create multimedia presentations of literary and informational text; add visual displays when appropriate to enhance the development of main ideas or themes.</p>
<p>SL.3.6 Identify formal language versus informal language used in various speaking or listening situations or contexts.</p>	<p>SL.4.6 Differentiate between contexts that call for formal language (e.g., presenting ideas) and situations where informal language is appropriate (e.g., small-group discussion); use formal language when appropriate to the task or situation.</p>	<p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal language when appropriate to task and situation.</p>

Speaking and Listening

Sixth Grade	Seventh Grade	Eighth Grade
<p>SL.6.1</p> <ul style="list-style-type: none"> a. Participate in discussions about sixth grade topics and texts in small groups or whole-class settings, following agreed upon rules. b. Come to discussions prepared (having read and/or studied materials). c. Explicitly use the information known about the topic to explore ideas under discussion. d. Define individual assigned roles; set specific goals and deadlines as needed. e. Make comments that further the discussion, elaborating on and drawing conclusions from the remarks of others. f. Pose and respond to specific questions to clarify or follow up on information. g. Demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	<p>SL.7.1</p> <p>Participate in discussions about seventh grade topics and texts in small groups or whole-class settings, following agreed upon rules.</p> <ul style="list-style-type: none"> a. Come to discussions prepared (having read and/or studied materials). b. Explicitly use the information known about the topic to explore ideas under discussion. c. Define individual assigned roles; set and track progress toward specific goals and deadlines as needed. d. Make comments that further the discussion, elaborating on and drawing conclusions from the remarks of others. e. Pose questions that elicit elaboration and respond to specific questions with relevant observations and ideas. f. Acknowledge new information expressed by others and, when warranted, modify personal views. 	<p>SL.8.1</p> <p>Participate in discussions about eighth grade topics and texts in small groups or whole-class settings, following agreed upon rules.</p> <ul style="list-style-type: none"> a. Come to discussions prepared (having read and/or studied materials). b. Explicitly use the information known about the topic to explore ideas under discussion. c. Define individual assigned roles; set and track progress toward specific goals and deadlines as needed. d. Respond to others' questions and comments with relevant evidence, observations, and ideas. e. Pose questions that connect the ideas of several speakers. f. Acknowledge new information expressed by others and, when warranted, qualify or justify personal views in light of the evidence provided.
<p>SL.6.2</p> <p>Interpret information presented in diverse media (e.g. video, audio, primary source document) and other formats (e.g. charts, tables, infographics) and explain how it contributes to a text, topic, or issue under study.</p>	<p>SL.7.2</p> <p>Analyze the main ideas and supporting details presented in diverse media (e.g. video, audio, primary source document) and other formats (e.g. charts, tables, infographics) and explain how the ideas clarify a text, topic, or issue under study.</p>	<p>SL.8.2</p> <p>Analyze the purpose of information presented in diverse media (e.g. video, audio, primary source document) and other formats (e.g. charts, tables, infographics) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>

Speaking and Listening

Sixth Grade	Seventh Grade	Eighth Grade
<p>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.</p>	<p>SL.7.3 Delineate a speaker’s argument and specific claims, evaluating soundness of reasoning and the relevance, accuracy, and sufficiency of the evidence.</p>	<p>SL.8.3 Delineate a speaker’s argument and specific claims, evaluating soundness of reasoning and the relevance, accuracy, and sufficiency of the evidence, and identify when irrelevant evidence is presented.</p>
<p>SL.6.4</p> <ul style="list-style-type: none"> a. Present claims and findings using: b. Logically sequenced ideas; c. Relevant descriptions, facts, and details to support main ideas or themes; d. Appropriate eye contact; and e. Clear speech at an understandable pace. 	<p>SL.7.4 Present claims and findings using:</p> <ul style="list-style-type: none"> a. An emphasis on the most notable points in a focused, coherent manner; b. Relevant descriptions, facts, details, and examples; c. Appropriate eye contact; and d. Clear speech at an understandable pace. 	<p>SL.8.4 Present claims and findings using:</p> <ul style="list-style-type: none"> a. An emphasis on the most notable points in a focused, coherent manner; b. Relevant evidence and elaboration supported with sound reasoning; c. Appropriate eye contact; d. Adequate speaking volume; and e. Clear speech at an understandable pace.
<p>SL.6.5 Include multimedia components and visual displays in presentations when appropriate to clarify information.</p>	<p>SL.7.5 Include multimedia components and visual displays in presentations when appropriate to clarify claims and findings and emphasize the most notable points.</p>	<p>SL.8.5 Integrate multimedia components and visual displays into presentations when appropriate to clarify information, strengthen claims and evidence, and add interest.</p>
<p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal language when appropriate to task or situation.</p>	<p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal language when indicated or appropriate.</p>	<p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal language when indicated or appropriate.</p>

Speaking and Listening

Ninth and Tenth Grade (adopted 2017)	Eleventh and Twelfth Grade (adopted 2017)
<p>SL.9-10.1 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.</p> <ol style="list-style-type: none"> 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. 	<p>SL.11-12.1 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.</p> <ol style="list-style-type: none"> 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.
<p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

Speaking and Listening

Ninth and Tenth Grade (adopted 2017)	Eleventh and Twelfth Grade (adopted 2017)
<p>SL.9-10.3 Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>SL.11-12.3 Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p>SL.9-10.5 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.</p>	<p>SL.11-12.5 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.</p>
<p>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p>	<p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>

Language Standards

Language		
Kindergarten	First Grade	Second Grade
<p>L.K.1 Know and apply the conventions of formal American English grammar and usage when communicating:</p>	<p>L.1.1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking.</p>	<p>L.2.1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking. a. Use collective nouns (e.g., group).</p>

Language

Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> a. Use frequently occurring nouns and verbs. b. Communicate regular plural nouns by adding “s” or “es” (for example: dog, dogs, wish, wishes). c. Understand and use interrogatives d. Use the most frequently occurring prepositions e. Produce and expand kernel sentences in shared language activities. 	<ul style="list-style-type: none"> a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with matching verbs in basic sentences. (e.g., <i>He hops; We hop</i>). c. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). d. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday, I walked home; Today, I walk home; Tomorrow, I will walk home</i>). e. Use frequently occurring adjectives, prepositions, adverbs, conjunctions, and articles. f. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> 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. 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).
<p>L.K.2 Recognize the conventions of formal American English capitalization and punctuation when communicating thoughts and ideas:</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun “I.” b. Name end punctuation. 	<p>L.1.2 Recognize and/or apply the conventions of formal American English capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a. Capitalize months, days, 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 	<p>L.2.2 Recognize and apply the conventions of formal American English capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas to separate items in a series and to format dates, addresses, greetings, and closings of letters. c. Generalize learned spelling patterns when writing words.

Language

Kindergarten	First Grade	Second Grade
	<p>for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<p>L.K.3 (Begins in Grade 2)</p>	<p>L.1.3 (Begins in Grade 2)</p>	<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Recognize formal and informal uses of English.</p> <p>b. Compare formal and informal uses of English.</p>
<p>L.K.4 When presented with a read aloud or engaging in discussion, determine the meaning of new and multiple-meaning words.</p> <p>a. Demonstrate understanding of new and multiple-meaning words or phrases by using them in sentences, acting them out, or drawing pictures</p> <p>b. Use the most frequently occurring inflections and affixes (for example: -s, -es, -ed, -ing, re-, un-) as a clue to the meaning of an unknown word.</p>	<p>L.1.4 Ask and answer questions about unknown words and phrases in discussions or texts.</p> <p>a. Use information found within text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.</p> <p>b. Use word parts (morphemes) to determine the meaning of unknown words, including common affixes and inflections like -s, -es, -ed, -ing, -er, and -est.</p> <p>c. Recognize possessives and plurals and utilize them to understand the meaning of the text.</p>	<p>L.2.4 Use word analysis skills to break down and build grade-appropriate words to understand their meaning.</p> <p>a. Utilize context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrase</p> <p>b. Determine the meaning of a new word when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Recognize common base words (e.g., look) and inflectional endings used to</p>

Language

Kindergarten	First Grade	Second Grade
		<p>form and understand new words (e.g., looks, looked, looking).</p> <p>e. Use knowledge of the meaning of base words to understand the meaning of compound words (e.g., birdhouse, lighthouse, bookshelf, notebook).</p>
<p>L.K.5 Explore word relationships and nuances in word meanings:</p> <ul style="list-style-type: none"> a. Categorize objects or pictures to understand how they relate to a common concept or topic (e.g., food, colors). b. Demonstrate understanding of frequently occurring verbs and adjectives by matching them to their antonyms c. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 	<p>L.1.5 With adult support, demonstrate understanding of word relationships and nuances in word meanings:</p> <ul style="list-style-type: none"> a. Categorize words to understand how groups of words relate to a common concept or topic. (e.g., animals, clothing) b. Define words by category and by one or more important attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections for words and how they are used (e.g., noticing cozy places at home). d. Distinguish shades of meaning among verbs that describe actions (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic) by defining, selecting, or acting out their meanings. 	<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> 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).
<p>L.K.6 Apply previously taught vocabulary in a given context by demonstrating connections</p>	<p>L.1.6 Apply previously taught vocabulary in a given context by:</p>	<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and</p>

Language

Kindergarten	First Grade	Second Grade
<p>between words and their use (for example: note places at school that are colorful).</p>	<p>a. Demonstrating connections between words and their use (e.g., note places at home that are cozy)</p> <p>b. Using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>

Language

Third Grade	Fourth Grade	Fifth Grade
<p>L.3.1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences.</p> <p>b. Form and use regular (<i>duck</i> → <i>ducks</i>) and irregular plural nouns (<i>woman</i> → <i>women</i>).</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular (<i>play/playing/played</i>) and irregular verbs (<i>swim/swimming/swam</i>).</p> <p>e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>f. Ensure subject-verb and pronoun antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs</p>	<p>L.4.1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking.</p> <p>a. Order cumulative adjectives within sentences (e.g., a small red bag vs. a red small bag).</p> <p>b. Form and use prepositional phrases.</p> <p>c. Produce complete sentences by recognizing and correcting inappropriate fragments and run-ons.</p>	<p>L.5.1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking.</p> <p>a. Define conjunction, preposition, and interjection and explain their function in particular sentences.</p> <p>b. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions (e.g., Matt completed the task; Matt has completed the task; Matt will complete the task; Matt will have completed the task by the end of the day).</p> <p>d. Use consistent verb tenses within and across sentences and recognize shifts in verb tense (e.g., “Yesterday she walked to the playground, talks talked</p>

Language

Third Grade	Fourth Grade	Fifth Grade
<p>and choose between them depending on what is to be modified.</p> <p>h. Use coordinating (for, and, nor, but, or, yet, so) and subordinating (although, because, since, etc.) conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>		<p>to her friends, and played basketball”).</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>
<p>L.3.2 Know and apply the conventions of formal American English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessive nouns.</p> <p>e. Spell words accurately using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed.</p>	<p>L.4.2 Know and apply the conventions of formal American English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to indicate direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell words accurately using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed.</p>	<p>L.5.2 Know and apply the conventions of formal American English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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?).</p> <p>d. Underline, italicize, or use quotation marks to indicate titles of works.</p> <p>e. Spell words accurately using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed.</p>

Language

Third Grade	Fourth Grade	Fifth Grade
<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases that convey specific ideas. Identify the difference between the conventions of spoken and written formal American English. 	<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely. Choose punctuation for effect. 	<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in texts.
<p>L.3.4 Use word analysis skills to break down and build grade-appropriate words to understand their meaning.</p> <ol style="list-style-type: none"> Utilize context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases. Determine the meaning of a new word when a known affix is added to a known word (e.g., agree/disagreeable). Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word. Identify common Latin and Greek affixes and roots and use them to determine the meaning of unfamiliar words (e.g., bicycle, tricycle). 	<p>L.4.4 Use word analysis skills to break down and build grade-appropriate words to understand their meaning.</p> <ol style="list-style-type: none"> Utilize context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases. Use common Latin and Greek affixes and roots to determine the meaning of a word (e.g., telegraph, photograph, autograph). Use print and/or digital resources (e.g., dictionaries, glossaries, thesauruses) to support pronunciation and clarify the precise meaning of key words and phrases. 	<p>L.5.4 Determine or clarify the meaning of unknown words or multiple-meaning words and phrases.</p> <ol style="list-style-type: none"> Use context within and beyond a sentence to determine the meaning of a word or phrase. Use common Latin and Greek affixes and roots to determine the meaning of a word (e.g., photograph, photosynthesis). Use print and/or digital resources (e.g., dictionaries, glossaries, thesauruses) to support pronunciation and clarify the precise meaning of key words and phrases.

Language

Third Grade	Fourth Grade	Fifth Grade
<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). b. Distinguish shades of meaning among related words (e.g., big, large, huge, gigantic). 	<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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 synonyms (words with similar but not identical meanings) and antonyms (opposites). 	<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain 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.
<p>L.3.6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through conversations, reading, and read-alouds, including those that signal feelings and actions (e.g., He felt proud when he finished his difficult homework assignment).</p>	<p>L.4.6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through conversations, reading, and read-alouds.</p> <ul style="list-style-type: none"> a. Use words that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered). b. Use words that are relevant to a topic (e.g., “wildlife,” “conservation,” and “endangered” when discussing animal preservation). 	<p>L.5.6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through conversations, reading, and read-alouds, including those that signal logical relationships (e.g., however, similarly, moreover).</p>

Language

Sixth Grade	Seventh Grade	Eighth Grade
L.6.1	L.7.1	L.8.1

Language

Sixth Grade	Seventh Grade	Eighth Grade
<p>Know and apply formal American English grammar, usage, and mechanics when writing or speaking.</p> <ol style="list-style-type: none"> Ensure pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g. myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e. pronouns with unclear or ambiguous antecedents). Recognize variations from formal American English, determine appropriateness for the intended purpose and audience, and adjust as necessary (e.g., removing slang from a formal presentation). 	<p>Know and apply formal American English grammar, usage, and mechanics when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and within the context of specific sentences. Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	<p>Know and apply formal American English grammar, usage, and mechanics when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function within the context of specific sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Maintain consistency of verb voice and mood and recognize and correct inappropriate shifts.
<p>L.6.2 Know and apply formal American English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell words accurately, using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed. 	<p>L.7.2 Know and apply formal American English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., a fascinating, enjoyable movie). Spell words accurately, using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed. 	<p>L.8.2 Know and apply formal American English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell words accurately, using grade-level spelling patterns (phonics) and meaningful word parts (morphology),

Language

Sixth Grade	Seventh Grade	Eighth Grade
		consulting print and/or digital resources as needed.
<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence structure for meaning, reader/ listener interest, and style. b. Maintain consistent style and tone appropriate to the audience and purpose. 	<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use language that expresses ideas precisely and concisely. b. Recognize and eliminate wordiness and redundancy. c. Maintain consistent style and tone appropriate to the audience and purpose. 	<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in active and passive voice (e.g., emphasizing the actor or the action). b. Use verbs in conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).
<p>L.6.4 Determine or clarify the meaning of unknown words or multiple-meaning words and phrases.</p> <ul style="list-style-type: none"> a. Use context within and beyond a sentence to determine the intended 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 print and/or digital resources (e.g. dictionaries, glossaries, thesauruses), to support the pronunciation of a word and verify its precise meaning or part of speech. 	<p>L.7.4 Determine or clarify the meaning of unknown words or multiple-meaning words or phrases.</p> <ul style="list-style-type: none"> a. Use context within and beyond a sentence to determine the intended 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 print and/or digital resources (e.g. dictionaries, glossaries, thesauruses), to support the pronunciation of a word and verify its precise meaning or part of speech. 	<p>L.8.4 Determine or clarify the meaning of unknown words or multiple-meaning words or phrases.</p> <ul style="list-style-type: none"> a. Use context within and beyond a sentence to determine the intended 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 print and/or digital resources (e.g. dictionaries, glossaries, thesauruses), to support the pronunciation of a word and verify its precise meaning or part of speech.

Language

Sixth Grade	Seventh Grade	Eighth Grade
<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain figurative language, including 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 (implied meanings, associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty). 	<p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain figurative language, including allusions (e.g. literary, biblical, and mythological), 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 (implied meanings, associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). 	<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain figurative language, including verbal irony and puns, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (implied meanings, associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
<p>L.6.6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through reading, writing, listening, and speaking.</p>	<p>L.7.6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through reading, writing, listening, and speaking.</p>	<p>L.8.6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through reading, writing, listening, and speaking.</p>

Language

Ninth and Tenth Grade (adopted 2017)	Eleventh and Twelfth Grade (adopted 2017)
<p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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. 	<p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.
<p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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. 	<p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
<p>L.9-10.3 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.</p> <ul style="list-style-type: none"> a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. 	<p>L.11-12.3 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.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed. b. Apply an understanding of syntax to the study of complex texts when reading.
<p>L.9-10.4 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.</p>	<p>L.11-12.4 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.</p>

Language

Ninth and Tenth Grade (adopted 2017)	Eleventh and Twelfth Grade (adopted 2017)
<ul style="list-style-type: none"> 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). 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, part of speech, or etymology. 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). 	<ul style="list-style-type: none"> 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). 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, part of speech, etymology, or standard usage. 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).
<p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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. 	<p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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.
<p>L.9-10.6 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.</p>	<p>L.11-12.6 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.</p>