LOUISIANA STUDENT STANDARDS
ENGLISH LANGUAGE ARTS

2026 K-12 ELA Student Standards

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Introduction

Development of K-12 Louisiana Student Standards for English Language Arts

The Louisiana English language arts student standards were revised to improve clarity and conciseness through a collaborative process that included input from teachers across the state and feedback from public comments. Building on the original vision, these revisions refine and strengthen the standards by providing grade-appropriate content, preserving high expectations, and strengthening coherence and progression of skills both within and across grades.

English Language Arts Goal

The goal for students in English language arts (ELA) is to

- Read
- Understand complex, grade-level texts
- Express their understanding of those texts through writing and speaking

Students in Louisiana are ready for college or a career if they can read, understand, and express their understanding of complex, grade-level texts. This means students should be able to pick up any text, such as a picture book, newspaper article, or painting, understand what the text means, and be able to speak or write about the ideas they learned or challenged from the text and why.

The Louisiana Student Standards are (1) research and evidence-based, (2) aligned with college and work expectations, and (3) rigorous. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society.

The goal of the Louisiana Student Standards for English Language Arts (ELA) is to produce a literate person in the twenty-first century. A literate person in the twenty-first century should

- demonstrate independence in reading, writing, speaking, listening, and language use;
- build strong content knowledge through reading and writing;
- adapt to the demands of various audiences, tasks, purposes, and subjects;
- comprehend as well as critique;
- cite specific evidence and evaluate others' use of evidence;
- use technology and digital media strategically and capably;
- understand other perspectives.

The standards for ELA establish grade-level expectations for all students meaning what students will learn. Decisions about how to teach these expectations are left up to local districts, schools, and teachers.

Reading the Standards and Interpreting their Codes

It is important for those using the standards to understand the terminology used. The purpose of this section is to explore the terminology used in the Standards for ELA.

Standard Coding

There are three parts to a Louisiana Student Standard code for ELA and Literacy, and each part is separated by periods:

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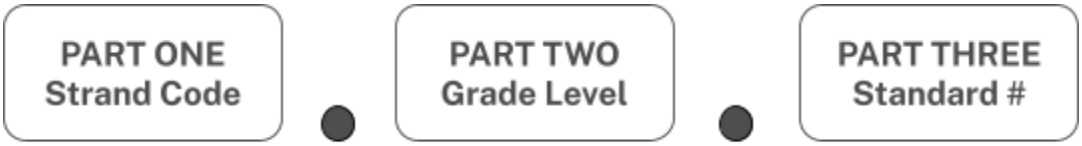

Example:

In the example above, the strand code "RI" stands for "Reading Standards for Informational Text." The number 2 refers to the fact that this is a grade 2 standard, and the number 1 tells you this standard refers back to anchor standard 1: "Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text."

If a standard is subdivided, the Standards use letters. The Standard number, then, would be followed by a letter. For example, Language Standard 1 for grade 2 has letters "a-f" underneath it. A code for this standard, then, would include the letter to indicate which part of the standard is included in the lesson, such as L.2.1c.

There are nine strand codes in the Louisiana Student Standards for ELA:

Abbreviation	**RL**	**RI**	**RF**	**W**	**SL**
Meaning	Reading Strands for Literature	Reading Strands for Informational Text	Reading Standards: Foundational Skills	Writing	Speaking and Listening
Abbreviation	**L**	**RH**	**RST**	**WHST**	
Meaning	Language	Reading Standards for Literacy in History/Social Studies 6 – 12	Reading Standards for Science and Technical Subjects 6 – 12	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6 – 12	

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Kindergarten

Reading Standards for Literature

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

Key Ideas and Details

1. With prompting and support, ask and respond to questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. With prompting and support, ask and respond to questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, define the role of the author and the illustrator in presenting a story.

Integration of Knowledge and Ideas

7. With prompting and support, make connections between the illustrations in the story and the text.
8. Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts.
9. With prompting and support, compare and contrast the experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

1. With prompting and support, ask and respond to questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and respond to questions about unknown words in a text.
5. Identify various text features of the front and back cover of a book.
6. With prompting and support, define the role of the author and the illustrator in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, make connections between the illustrations and the text.
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify similarities and differences between two texts on the same topic.

Range of Reading and Level of Text Complexity

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

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Reading Standards for Foundational Skills

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

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
    a. *Recognize that spoken words are represented in written language by specific sequences of letters. (Prerequisite standard from Pre-K)*
    b. Track words from left to right, top to bottom, and page by page.
    c. Understand that words are separated by spaces in print.
    d. Identify and name all upper- and lowercase letters of the alphabet.
    e. Locate words on a page.
    f. Distinguish between letters and words.
    g. Recognize features of a sentence, including capitalization, words separated by spaces, and ending punctuation.
    h. Accurately form all uppercase and lowercase letters using appropriate directionality as it relates to the routine and steps involved in letter formation.

Phonological Awareness

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

Phonics and Word Recognition

3. Know and apply grade-appropriate phonics and word analysis skills in decoding words.
    a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
    b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
    c. Read grade-appropriate, regular and irregular words with known spellings or spelling patterns with automaticity.
    d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
    e. Encode CVC words.

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Fluency

4. Read grade-level decodable texts with accuracy, automaticity, and understanding.

Writing Standards

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

Text Types and Purposes

1. Use a combination of drawing, dictating, and/or writing to express opinions about a topic or text with at least one supporting reason.
2. Use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

Production and Distribution of Writing

4. (Begins in grade 2)
5. With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen drawings, dictations, and/or written expression as needed.
6. With guidance and support from adults, explore a variety of digital tools by participating in the production of a published work.

Research to Build and Present Knowledge

7. With guidance and support from adults, participate in shared research and writing projects.
8. With guidance and support from adults, use information from experiences ~~or~~ and gather additional information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

Speaking and Listening Standards

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

Comprehension and Collaboration

1. Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings.
    a. Follow agreed-upon rules for discussions (e.g., actively listening to others and taking turns speaking about the topics and texts under discussion).
    b. Continue a conversation through at least two relevant exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and responding to questions about key details and requesting clarification if something is not understood.
3. Ask and respond to questions about what a speaker says to seek help, information, or clarification.

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Presentation of Knowledge and Ideas

4. With prompting and support, provide additional details when describing familiar people, places, things, and events.
5. Provide additional details of given descriptions by adding drawings or other visual displays.
6. Speak clearly and at an understandable pace to express thoughts, feelings, and ideas effectively.

Language Standards

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

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Print many upper- and lowercase letters.
    b. Use frequently occurring nouns, verbs, and prepositions.
    c. Form regular plural nouns orally by adding /s/ or /es/.
    d. Understand and use question words (interrogatives).
    e. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Capitalize the first word in a sentence and the pronoun *I*.
    b. Recognize and name end punctuation.
    c. Write a letter or letters (graphemes) for most consonant and short-vowel sounds (phonemes).
    d. Encode simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
    a. With guidance and support, identify new meanings for familiar words and apply them accurately.
    b. With guidance and support, use the most frequently occurring inflections as a clue to the meaning of unknown word affixes.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
    a. Sort common objects into categories to gain a better understanding of the concepts the categories represent.
    b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms.
    c. Identify real-life connections between words and their use.
    d. Distinguish shades of meaning among verbs by describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading, and read-alouds, when communicating about texts.

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Grade 1

Reading Standards for Literature

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

Key Ideas and Details

1. Ask and respond to questions about key details in a text.
2. Retell stories, including key details, and determine the central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Explain the differences between books that tell stories and books that give information.
6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events.
8. Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts.
9. Compare and contrast the experiences of characters in stories.

Range of Reading and Level of Text Complexity

10. With prompting and support, read grade-level prose and poetry.

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and respond to questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. Ask and respond to questions to help determine or clarify the meaning of words and phrases in a text.
5. Know and use various text features (e.g., headings, tables of contents, glossaries) to locate key facts or information in a text.
6. Distinguish between information provided by illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. With prompting and support, read grade-level informational texts.

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Reading Standards for Foundational Skills

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

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
    a. Compose sentences utilizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
    b. Print letters, words, and sentences legibly, leaving appropriate spaces between words.

Phonological Awareness

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

Phonics and Word Recognition

3. Know and apply grade-appropriate phonics and word analysis skills in decoding words.
    a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs.
    b. Decode and encode regularly spelled one-syllable words with known phonetic patterns.
    c. Know final -e and common vowel team conventions for representing long vowel sounds.
    d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
    e. Decode two-syllable words following basic patterns by breaking the words into syllables.
    f. Read grade-appropriate words with inflectional endings.
    g. Read grade-appropriate irregularly spelled words, utilizing known spelling patterns.
    h. Decode and encode simple words with r-controlled vowels.

Fluency

4. Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension.
    a. Read with automaticity and appropriate prosody or expression.
    b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Writing Standards

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

Text Types and Purposes

1. Write opinion pieces about a topic or text, including a reason for the opinion and provide a concluding statement.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide a concluding statement.
3. Write narratives in which they recount two or more appropriately sequenced events, include relevant details, temporal words (e.g., first, next, last) to signal event order, and provide some sense of closure.

Production and Distribution of Writing

4. (Begins in grade 2)
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
6. With guidance and support from adults and in collaboration with peers, use a variety of digital tools to produce and publish writing.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects.
8. With guidance and support from adults, use information from experiences and gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

Speaking and Listening Standard

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

Comprehension and Collaboration

1. Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings.
    a. Follow agreed-upon rules for discussions (e.g., actively listening to others and taking turns speaking about the topics and texts under discussion).
    b. Build on others' ideas during conversations by responding to the comments of others through at least two relevant exchanges.
    c. Ask questions to clear up any confusion about the topics and texts under discussion.
2. Ask and respond to questions about key details in a text read aloud or information presented orally or through other media.

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3. Ask and respond to questions about what a speaker says to gather additional information or seek clarification.

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings effectively, speaking clearly at an understandable pace.
5. Clarify ideas, thoughts, and feelings included in descriptions by adding drawings or other visual displays.
6. Produce complete sentences when appropriate to the task, audience, and situation.

Language Standards

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

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Legibly print all upper- and lowercase letters.
    b. Use common, proper, and possessive nouns.
    c. Use singular and plural nouns with matching verbs in basic sentences.
    d. Use personal and possessive pronouns.
    e. Use verbs to convey a sense of the past, present, and future.
    f. Use frequently occurring adjectives.
    g. Use frequently occurring conjunctions.
    h. Use determiners to modify, describe, or introduce a noun or pronoun (e.g., articles, demonstratives).
    i. Use frequently occurring prepositions.
    j. Produce and expand complete, simple, and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Capitalize dates and names of people.
    b. Use appropriate punctuation for each sentence type.
    c. Use commas in dates and to separate single words in a series.
    d. Apply known spelling patterns to encode both commonly spelled words and frequently occurring irregular words.
    e. Utilize known spelling patterns to encode untaught words.

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
    a. Use sentence-level context to determine the meaning of a word or phrase.
    b. Use knowledge of frequently occurring affixes to interpret the meaning of a word.
    c. Identify frequently occurring root words and their inflectional forms.
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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a. Sort words into categories to gain a better understanding of the concepts the categories represent.
b. Categorize words by describing one or more of their key distinguishing attributes.
c. Identify real-life connections between words and their distinguishing characteristics.
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

6. Use words and phrases acquired through conversations, reading, read-alouds, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

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Grade 2

Reading Standards for Literature

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

Key Ideas and Details

1. Demonstrate understanding of key details of a text by asking and responding to who, what, where, when, why, and how questions.
2. Recount stories, including fables and folktales from a variety of traditions and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

4. Describe how words and phrases supply rhythm and meaning in a poem or song; determine the meaning of words and phrases as they are used in text.
5. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
6. Identify differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, the placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the Reading Standards for Informational Texts.
9. Compare and contrast two or more versions of the same story by different authors or from different traditions.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

1. Demonstrate understanding of key details of a text by asking and responding to who, what, where, when, why, and how questions.
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossary, index) to locate key facts or information in a text efficiently.

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

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., diagrams) contribute to and clarify a text.
8. Describe how reasons or evidence support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

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

Reading Standards for Foundational Skills

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

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
    a. Print letters, words, and sentences legibly, utilizing accurate conventions of print.
    b. Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Phonological Awareness

2. Mastered in Grade 1.

Phonics and Word Recognition

3. Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
    a. Decode and encode regularly spelled two-syllable words with long and short vowels
    b. Decode and encode words with variable vowel teams and vowel diphthongs.
    c. Decode and encode words with open and closed syllables and consonant -le.
    d. Decode and encode words with common prefixes and suffixes.
    e. Read grade-appropriate irregularly spelled words, including silent letter combinations, utilizing known spelling patterns.

Fluency

4. Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension.
    a. Read with automaticity and appropriate prosody or expression.
    b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

The following standards for writing offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and

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sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Text Types and Purposes

1. Write opinion pieces about a topic or text.
    a. State an opinion.
    b. Supply reasons that support the opinion.
    c. Use linking words to connect opinions and reasons.
    d. Provide a concluding statement or section.
2. Write informative/explanatory texts.
    a. Introduce a topic.
    b. Use facts and definitions to develop points.
    c. Provide a concluding statement or section.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include relevant details to describe actions, thoughts, and feelings, use temporal and/or transitional words to signal event order, and provide a conclusion.

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development is appropriate to the task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults and in collaboration with peers, use a variety of digital tools to produce and publish writing.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects.
8. Use information from experiences and gather additional information from provided sources to answer a question.
9. (Begins in grade 4).

Range of Writing

10. (Begins in grade 3).

Speaking and Listening Standards

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

Comprehension and Collaboration

1. Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings.
    a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
    b. Build on others' talk in conversations by linking their comments to the remarks of others.
    c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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3. Ask and respond to questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

4. Tell a story or recount an experience effectively, including appropriate facts and relevant details, speaking clearly at an understandable pace.
5. With guidance and support from adults and/or peers, present stories or poems while using drawings or other visual displays to support ideas, thoughts, and feelings accurately.
6. Produce complete sentences when appropriate to the task, audience, and situation in order to provide requested detail or clarification.

Language Standards

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

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Use collective nouns.
    b. Use frequently occurring irregular plural nouns.
    c. Use reflexive pronouns and indefinite pronouns.
    d. Use the past tense of frequently occurring irregular verbs.
    e. Effectively use adjectives and adverbs.
    f. Produce, expand, and rearrange complete simple and compound sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Capitalize holidays, product names, and geographic names.
    b. Use commas in greetings and closings of letters.
    c. Use an apostrophe to form contractions and frequently occurring possessives.
    d. Generalize learned spelling patterns when writing words.
    e. Consult reference materials when appropriate, to confirm or correct spellings.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
    a. Use sentence-level context to determine the meaning of a word or phrase.
    b. Use knowledge of root words and affixes to determine the meaning of unfamiliar words in grade-level content.
    c. Use a known root word to determine the meaning of an unknown word with the same root.
    d. Use knowledge of the meaning of individual words to determine the meaning of compound words.
    e. Consult reference materials, both print and digital, to determine or clarify the meaning of words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
    a. Use appropriate descriptive language to connect words to real-life experiences.

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   b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
6. Use words and phrases acquired through conversations, reading, read-alouds, and responding to texts, including using adjectives and adverbs to provide descriptions.

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Grade 3

Reading Standards for Literature

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

Key Ideas and Details

1. Refer explicitly to details and examples from a text when asking and responding to questions.
2. Recount stories, including fables, folktales, and myths from a variety of traditions; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
6. Distinguish the student's point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
8. Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, the placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the Reading Standards for Informational Texts.
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

1. Refer explicitly to details and examples from a text by asking and responding to questions.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5. Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish the student's point of view from that of the author of a text.

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Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text, in both print and cursive, to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

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

Reading Standards for Foundational Skills

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

Print Concepts

1. Demonstrate and apply handwriting skills.
    a. Write words and sentences legibly using correctly-formed manuscript letters with appropriate size and spacing.
    b. Write complete words, thoughts, and sentences legibly in cursive, leaving appropriate spaces between words.

Phonological Awareness

2. Mastered in Grade 1.

Phonics and Word Recognition

3. Know and apply grade-appropriate phonics and word analysis skills in decoding words.
    a. Identify and know the meaning of the most common prefixes and derivational suffixes.
    b. Decode and encode words with common Greek and Latin roots and affixes.
    c. Decode and encode multisyllabic words with stressed and unstressed syllables.
    d. Read grade-appropriate irregularly spelled words.

Fluency

4. Read grade-level texts with sufficient accuracy and fluency to support comprehension.
    a. Read with automaticity and appropriate prosody or expression.
    b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

The following standards for writing offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the

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development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Text Types and Purposes

1. Write multi-paragraph opinion pieces on topics or texts, supporting a point of view with reasons.
    a. Introduce the topic or text they are writing about, state an opinion, and organize related reasons together in paragraphs.
    b. Provide reasons that support the opinion.
    c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons.
    d. Provide a concluding statement or section.
2. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.
    a. Introduce a topic and group related information together in paragraphs; include illustrations when useful to aid comprehension.
    b. Develop the topic with facts, definitions, and details.
    c. Use linking words and phrases to connect ideas within categories of information (e.g., also, another, and, more, but).
    d. Provide a concluding statement or section.
3. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    a. Establish a situation and introduce a narrator and/or characters; organize the sequence of events logically.
    b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
    c. Use temporal and/or transitional words and phrases to signal event order.
    d. Provide a clear conclusion.

Production and Distribution of Writing

4. Produce writing in which the development and organization are appropriate to the task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)
6. With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.

Research to Build and Present Knowledge

7. Conduct research that builds knowledge about a topic.
8. Use information from experiences and gather information from print and digital sources.
    a. Take brief notes on sources.
    b. Sort evidence into provided categories.
9. (Begins in grade 4)

Range of Writing

10. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

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Speaking and Listening Standards

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

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-level topics and texts, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
    c. Ask questions to check understanding of information presented, stay on topic, and connect their comments to the remarks of others.
    d. Explain their own ideas and understanding, considering the discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in various media and formats.
3. Ask and respond to questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

4. Present on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
5. Create engaging multimedia recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays to emphasize or enhance certain facts or details of the recording.
6. Speak in complete sentences when appropriate to the task, audience, and situation in order to provide requested detail or clarification.

Language Standards

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

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
    b. Use regular and irregular plural nouns.
    c. Use abstract nouns.
    d. Use regular and irregular verbs.
    e. Use simple verb tenses.
    f. Ensure subject-verb and pronoun-antecedent agreement.
    g. Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
    h. Use coordinating and subordinating conjunctions.

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    i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Capitalize appropriate words in titles.
    b. Use commas in addresses.
    c. Use commas and quotation marks in dialogue.
    d. Form and use possessives.
    e. Apply learned conventions when spelling words with regular and irregular spelling patterns and when adding suffixes to root words.
    f. Consult reference materials when appropriate to confirm or correct spellings.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Choose words and phrases for effect.
    b. Recognize and observe differences between the conventions of spoken and written standard English.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content.
    a. Use sentence-level context to determine the meaning of a word or phrase.
    b. Use knowledge of root words and affixes to determine the meaning of unfamiliar words in grade-level content.
    c. Use a known root word to determine the meaning of an unknown word with the same root
    d. Consult reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Vocabulary Acquisition and Use

5. Demonstrate understanding of word relationships and nuances in word meanings.
    a. Distinguish the literal and nonliteral meanings of words and phrases in context.
    b. Use appropriate vocabulary to connect words to real-life applications.
    c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
6. Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

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Grade 4

Reading Standards for Literature

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

Key Ideas and Details

1. Refer to details and examples from a text when explaining what the text says explicitly and when drawing inferences.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

7. Make connections between the text of a story or drama and a visual or oral presentation of the text.
8. Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, the placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the Reading Standards for Informational Texts.
9. Compare and contrast how similar themes and topics are addressed (e.g., opposition of good and evil) and the patterns of events (e.g., the quest) in stories, myths, and traditional literature from different traditions.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

1. Refer to details and examples from a text when explaining what the text says explicitly and when drawing inferences.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

Integration of Knowledge and Ideas

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines) and explain how the information contributes to an understanding of the text in which it appears.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

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

Reading Standards for Foundational Skills

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

Print Concepts

1. Demonstrate and apply handwriting skills.
    a. Write words and sentences legibly using correctly-formed manuscript letters with appropriate size and spacing.
    b. Write complete words, thoughts, and sentences legibly in cursive, leaving appropriate spaces between words.

Phonological Awareness

2. Mastered in Grade 1

Phonics and Word Recognition

3. Know and apply grade-appropriate phonics and word analysis skills in decoding and encoding words.
    a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read, decode, and encode unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read grade-level texts with sufficient accuracy and fluency to support comprehension.
    a. Read with automaticity and appropriate prosody or expression.
    b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

The following standards for writing offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should

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demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Text Types and Purposes

1. Write multi-paragraph opinion pieces on topics or texts, supporting a point of view with reasons and information.
    a. Introduce a topic or text clearly, state an opinion, and organize related ideas and information together in paragraphs.
    b. Provide reasons that are supported by facts and details.
    c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
    d. Provide a concluding statement or section related to the opinion presented.
2. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.
    a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful in aiding comprehension.
    b. Develop the topic with facts and definitions, including concrete details, quotations, or other information and examples related to the topic.
    c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    e. Provide a concluding statement or section related to the information or explanation presented.
3. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize the sequence of events logically.
    b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
    c. Use a variety of transitional words and phrases to manage the sequence of events.
    d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
    e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
6. With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.

Research to Build and Present Knowledge

7. Conduct research that builds knowledge through the investigation of different aspects of a topic.
8. Use relevant information from experiences and gather relevant information from print and digital sources.
    a. Take notes and categorize information.

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    b. Provide a list of sources.
9. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.

Range of Writings

10. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

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

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-level topics and texts, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or studied the required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    b. Follow agreed-upon rules for discussions and carry out assigned roles.
    c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and connect to the remarks of others.
    d. Review the key ideas expressed and explain their own ideas and understanding, considering the discussion.
2. Paraphrase portions of a text read aloud or information presented in various media and formats.
3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

4. Present on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Enhance the development of main ideas or themes of presentations by incorporating multimedia elements, including recordings and visual displays.
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to the task, audience, and situation.

Language Standards

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

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Use relative pronouns and relative adverbs.
    b. Use the progressive verb tenses.
    c. Use modal auxiliary verbs to convey various conditions.
    d. Order adjectives within sentences according to conventional patterns.
    e. Use prepositional phrases.

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    f. Use complete sentences, avoiding the use of fragments or run-ons.
    g. Use frequently confused words correctly (e.g., to, too, two; there, their).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use correct capitalization.
    b. Use commas and quotation marks to mark direct speech and quotations from a text.
    c. Use a comma before a coordinating conjunction in a compound sentence.
    d. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content.
    a. Use context to determine the meaning of a word or phrase.
    b. Use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of a word.
    c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
    b. Identify and explain the meaning of common idioms, adages, and proverbs.
    c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and relate to a particular topic.

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Grade 5

Reading Standards for Literature

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

Key Ideas and Details

1. Cite relevant evidence from a text when explaining what the text says explicitly and when drawing inferences.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
5. Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts.
9. Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

1. Cite relevant evidence from a text when explaining what the text says explicitly and when drawing inferences.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences

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in the point of view they represent.

Integration of Knowledge and Ideas

7. Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

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

Reading Standards for Foundational Skills

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

Print Concepts

1. Demonstrate and apply both manuscript and cursive handwriting skills.

Phonological Awareness

2. Mastered in Grade 1

Phonics and Word Recognition

3. Know and apply grade-appropriate phonics and word analysis skills in decoding and encoding words.
    a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read, decode, and encode unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read grade-level texts with sufficient accuracy and fluency to support comprehension.
    a. Read with automaticity and appropriate prosody or expression.
    b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Writing Standards

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

Text Types and Purposes

1. Write multi-paragraph opinion pieces on topics or texts, supporting a point of view or claim with reasons and information.
    a. Provide a thesis statement that introduces a topic or text clearly,states an opinion, and introduces an organizational structure that logically groups related ideas and information.
    b. Provide logically ordered reasons that are supported by facts and details.
    c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
    d. Provide a concluding statement or section related to the opinion presented.
2. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.
    a. Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically.
    b. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
    c. Develop the topic with facts and definitions; concrete details, quotations, and/or other information and examples related to the topic.
    d. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
    e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    f. Provide a concluding statement or section related to the information or explanation presented.
3. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize the sequence of events logically.
    b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
    c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
    d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
    e. Provide an appropriate conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)
6. With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.

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Research to Build and Present Knowledge

7. Conduct research that uses several sources to build knowledge through investigation of different aspects of a topic.
8. Use relevant information from experiences and gather relevant information from print and digital sources.
    a. Summarize or paraphrase information in notes and finished work.
    b. Provide a list of sources.
9. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.

Range of Writing

10. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

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

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-level topics and texts, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    b. Follow agreed-upon rules for discussions and carry out assigned roles.
    c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
    d. Review the key ideas expressed and draw conclusions considering the information and knowledge gained from the discussions.
2. Summarize a written text read aloud or information presented in various media and formats.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

4. Present on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Enhance the development of main ideas or themes of presentations by including multimedia components.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task, audience, and situation.

Language Standards

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to

Draft

meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Explain the function of conjunctions, prepositions, and interjections, and their function in particular sentences.
    b. Use the perfect verb tenses.
    c. Use verb tense to convey various times, sequences, states, and conditions.
    d. Maintain consistent and logical verb choices, avoiding improper shifts in verb tense.
    e. Use correlative conjunctions.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use punctuation to separate items in a series.
    b. Use a comma to separate an introductory element from the rest of the sentence.
    c. Use a comma to set off the words yes and no to set off a tag question from the rest of the sentence, and to indicate a direct address.
    d. Use underlining, quotation marks, or italics to indicate titles of works.
    e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
    b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content.
    a. Use context to determine the meaning of a word or phrase.
    b. Use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of a word.
    c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figurative language, including similes and metaphors, in context.
    b. Identify and interpret 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 their meanings.
6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Grade 6

Reading Standards for Literature

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

Key Ideas and Details

1. Cite relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text; quote from texts accurately.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide an objective summary of the text.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes, as well as how the characters respond or change.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
8. Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts.
9. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

1. Cite relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text; quote from texts accurately.
2. Determine a central idea of a text and how it is conveyed through particular details; provide an objective summary of the text.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Craft and Structure

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

Draft

5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

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

Writing Standards

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

Text Types and Purposes

1. Write multi-paragraph arguments to support claims with clear reasons and relevant evidence.
    a. Provide a thesis statement that introduces a claim and establishes a structure that clearly organizes the supporting reasons and evidence.
    b. Support claims with clear reasons and relevant evidence from credible sources, demonstrating an understanding of the topic or text.
    c. Use words, phrases, and clauses to clarify the relationships among claims and reasons.
    d. Establish and maintain a formal style.
    e. Provide a concluding section that follows from the argument presented.
2. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    a. Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically.
    b. Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
    c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    d. Use appropriate transitions to clarify the relationships among ideas and concepts.
    e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    f. Establish and maintain a formal style.
    g. Provide a concluding section that follows from the information or explanation presented.
3. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize the sequence of events logically.

Draft

b. Use narrative techniques appropriate to the task, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
e. Provide an appropriate conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

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.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
6. With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.

Research to Build and Present Knowledge

7. Conduct research to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. Gather relevant information from multiple print and digital sources.
    a. Use search terms effectively.
    b. Assess the credibility and accuracy of each source.
    c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
    d. Follow a standard format for citation.
9. Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards.

Range of Writing

10. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

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

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to relevant evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
    c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
    d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Draft

2. Interpret information presented in various media and formats and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.

Presentation of Knowledge and Ideas

4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate directionality, adequate volume, and clear pronunciation.
5. Include multimedia components and visual displays in presentations to clarify information.
6. Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

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

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
    b. Use intensive pronouns.
    c. Maintain appropriate shifts in pronoun number and person.
    d. Use pronouns that clearly and logically connect to antecedents.
    e. Use strategies to improve expression in conventional language when variations from standard English exist in their own and others' writing and speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive parenthetical elements.
    b. Spell correctly, consulting references as needed.

Knowledge of Language

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content, choosing flexibly from a range of strategies.
    a. Use context to determine the meaning of a word or phrase.
    b. Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word.
    c. Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech, including personification, in context and analyze their role in the text.

Draft

   b. Use the relationship between particular words to better understand each of the words.
   c. Distinguish among the connotations of words with similar denotations.
   d. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Draft

Grade 7

Reading Standards for Literature

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

Key Ideas and Details

1. Cite several pieces of relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text**;** quote and paraphrase from texts accurately.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of sound devices within poetry and prose; analyze the impact of specific word choice on meaning and tone.
5. Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
8. Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts.
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction portray the past.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

1. Cite several pieces of relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text**;** quote and paraphrase from texts accurately.
2. Determine a central idea in a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze the interactions between individuals, events, and ideas in a text.

Draft

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or promoting different interpretations of facts.

Range of Reading and Level of Text Complexity

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

Writing Standards

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

Text Types and Purposes

1. Write multi-paragraph arguments to support claims with clear reasons and relevant evidence.
    a. Provide a thesis statement that introduces a claim, acknowledges alternate or opposing claims, and establishes a structure that logically organizes the reasons and evidence.
    b. Support claims with logical reasoning and relevant evidence~~,~~ from accurate and credible sources, demonstrating an understanding of the topic or text.
    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.
    d. Establish and maintain a formal style.
    e. Provide a concluding section that follows from and supports the argument presented.
2. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    a. Provide a thesis statement that introduces a topic clearly, previewing what is to follow, provides a general observation and focus, and groups related information logically.
    b. Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension.
    c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Draft

    e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    f. Establish and maintain a formal style.
    g. Provide a concluding section that follows from and supports the information or explanation presented.
3. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize the sequence of events logically.
    b. Use narrative techniques appropriate to the task, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
    c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
    d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
    e. Provide an appropriate conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)
6. Use technology to produce and publish writing linking to and citing sources, either independently or in collaboration with others.

Research to Build and Present Knowledge

7. Conduct research to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8. Gather relevant information from multiple print and digital sources.
    a. Use search terms effectively.
    b. Assess the credibility and accuracy of each source.
    c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
    d. Follow a standard format for citation.
9. Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards.

Range of Writing

10. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

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

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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    a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to relevant evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
    d. Acknowledge new information expressed by others and, when warranted, modify their own views.
2. Analyze the main ideas and supporting details presented in various media and formats and explain how the ideas clarify a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate directionality, adequate volume, and clear pronunciation.
5. Include multimedia components in presentations to clarify information, claims, and findings, and emphasize salient points.
6. Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

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

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Explain the function of phrases and clauses and their function in specific sentences.
    b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
    c. Use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use a comma to separate coordinate adjectives.
    b. Spell correctly, consulting references as needed.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Choose language that expresses ideas precisely and concisely, without wordiness and redundancy.
    b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content.
    a. Use context to determine the meaning of a word or phrase.

Draft

   b. Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word.
   c. Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech, including allusions, in context and analyze their role in the text.
   b. Use the relationship between particular words to better understand each of the words.
   c. Distinguish among the connotations of words with similar denotations.
6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Draft

Grade 8

Reading Standards for Literature

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

Key Ideas and Details

1. Cite and paraphrase the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

7. Analyze the extent to which non-print media (e.g., film, drama, live production, art) connects to or departs from the text or script, evaluating the choices.
8. Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts.
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from~~,~~ traditional texts, stories, or foundational religious works; describe how the material is rendered new.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

1. Cite and paraphrase the relevant textual evidence that most strongly supports analysis of what the text says explicitly, as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

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Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia, art) to present a particular topic or idea.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

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

Writing Standards

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

Text Types and Purposes

1. Write multi-paragraph arguments to support claims with clear reasons and relevant evidence.
    a. Provide a thesis statement that introduces a claim, acknowledges and distinguishes the claim from alternate or opposing claims, and establishes a structure that logically organizes the reasons and evidence.
    b. Support claims with logical reasoning and relevant evidence from accurate and credible sources, demonstrating an understanding of the topic or text.
    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.
    d. Establish and maintain a formal style.
    e. Provide a concluding section that follows from and supports the argument presented.
2. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    a. Provide a thesis statement that introduces a topic clearly, previewing what is to follow, provides a general observation and focus, and groups related information logically.
    b. Organize ideas, concepts, and information into broader connected categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
    c. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.

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    d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
    e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    f. Establish and maintain a formal style.
    g. Provide a concluding section that follows from and supports the information or explanation presented.
3. Write multi-paragraph narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
    a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize the sequence of events logically.
    b. Use narrative techniques appropriate to the task, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
    c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
    d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
    e. Provide an appropriate conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
6. Use technology to produce and publish writing and present the relationships between information and ideas efficiently, either independently or in collaboration with others.

Research to Build and Present Knowledge

7. Conduct research to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources.
    a. Use search terms effectively.
    b. Assess the credibility and accuracy of each source.
    c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
    d. Follow a standard format for citation.
9. Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards.

Range of Writing

10. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to

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meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

Language Standards

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

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
    b. Use verbs in the active and passive voice.
    c. Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
    d. Maintain consistent and logical verb voice and mood.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
    b. Use an ellipsis to indicate an omission.
    c. Spell correctly, consulting references as needed.

Knowledge of Language

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

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    a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
    b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level texts and content.
    a. Use context to determine the meaning of a word or phrase.
    b. Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word.
    c. Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech, including verbal irony and puns, in context and analyze their role in the text.
    b. Use the relationship between particular words to better understand each of the words.
    c. Distinguish among the connotations of words with similar denotations.
6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 9-10

Reading Standards for Literature

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

Key Ideas and Details

1. Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly, as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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.
6. Analyze a particular point of view or traditional experience reflected in works of literature, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

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.
8. Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts.
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

10. Grade 9
    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.

    Grade 10
    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.

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Reading Standards for Informational Text

Key Ideas and Details

1. Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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 are introduced and developed, and the connections that are drawn between them.

Craft and Structure

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.
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).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
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.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

10. Grade 9
    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.

    Grade 10
    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.

Writing Standards

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

Text Types and Purposes

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

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    a. Provide a thesis statement that introduces a precise claim, distinguishes the claim from alternate or opposing claims, and creates an organizational structure for establishing clear relationships among the claims, counterclaims, reasons, and evidence.
    b. Develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
    c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding section that follows from and supports the argument presented.
2. Write multi-paragraph informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    a. Provide a thesis statement that introduces a topic, provides a general observation and focus, and groups related information logically.
    b. Organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
    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 section that follows from and supports the information or explanation presented, articulating implications or the significance of the topic.
3. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
    a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
    b. Use narrative techniques appropriate to the task, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, 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 an appropriate conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

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.)

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different 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.)
6. Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct research 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.
8. Gather relevant information from multiple print and digital sources.
    a. Use search terms effectively.
    b. Assess the credibility and accuracy of each source.
    c. Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
    d. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.
    e. Follow a standard format for citation.
9. Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards.

Range of Writing

10. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

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

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to relevant 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 varied viewpoints, 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.
2. Integrate multiple sources of information presented in various media or formats, evaluating the credibility and accuracy of each source.

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

Presentation of Knowledge and Ideas

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 the purpose, audience, and task.
5. Make strategic use of multimedia components in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.
6. Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

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

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Use parallel structure.
    b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use a semicolon with or without a conjunctive adverb to link two or more closely related independent clauses.
    b. Use a colon to introduce a list, quotation, example, or elaboration.
    c. Spell correctly, consulting references as needed.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
    a. Compose and edit work to conform to the guidelines in a style manual appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content.
    a. Use context to determine the meaning of a word or phrase.
    b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
    c. Consult various reference materials to determine or verify the pronunciation, part of speech, etymology, and meaning of a word.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.
    b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and accurately use general academic and domain-specific words and phrases, sufficient

for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grades 11-12

Reading Standards for Literature

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

Key Ideas and Details

1. Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly, as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful, including authors of classic texts (e.g., Shakespeare).
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.
6. Analyze a case in which understanding point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

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.
8. Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts.
9. Demonstrate knowledge of foundational works of U.S. and world literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

10. Grade 11
    By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–Postsecondary text complexity band proficiently, with scaffolding as needed at the high end of the range.

    Grade 12
    By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–Postsecondary text complexity band independently and proficiently.

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Reading Standards for Informational Text

Key Ideas and Details

1. Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly, as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

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.
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.
6. Determine an author's point of view or purpose in a text in which the rhetoric is considered particularly effective, analyzing how style and content contribute to the student's interpretation of power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

7. Integrate, evaluate, and synthesize 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.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist Papers, presidential addresses).
9. Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

10. Grade 11
    By the end of grade 11, read and comprehend literary nonfiction in the grades 11–workplace/postsecondary text complexity proficiently, with scaffolding as needed at the high end of the range.

    Grade 12
    By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–workplace/postsecondary text complexity independently and proficiently.

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Writing Standards

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

Text Types and Purposes

1. Write multi-paragraph arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    a. Provide a thesis statement that introduces precise, knowledgeable claims, establishes the significance of the claims, distinguishes the claims from alternate or opposing claims, and establishes an organizational structure that logically sequences claims, counterclaims, reasons, and evidence.
    b. Develop claims 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 presumptions.
    c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding section that follows from and supports the argument presented and connects the argument to larger themes or topics.
2. Write multi-paragraph informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    a. Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically.
    b. Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
    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 literary or rhetorical techniques, as appropriate to the task and audience, to maintain clarity of complex topics.
    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 section that follows from and supports the information or explanation presented, articulating implications or the significance of the topic.
3. Write multi-paragraph narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
    a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

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b. Use narrative techniques appropriate to the task, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, 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 figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone, and/or characters.
e. Provide an appropriate conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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.)
6. Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct research 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.
8. Gather relevant information from multiple print and digital sources.
    a. Use search terms effectively.
    b. Assess the credibility and accuracy of each source.
    c. Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
    d. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.
    e. Follow a standard format for citation.
9. Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards.

Range of Writing

10. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

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

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Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to relevant 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 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 varied viewpoints; 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.
2. Integrate multiple sources of information presented in various media and formats to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, address alternative or opposing perspectives, and use organization, development, substance, and style that are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of multimedia components in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.
6. Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

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

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; use references to confirm understanding, as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Apply appropriate hyphenation conventions.
    b. Spell correctly, consulting references as needed.

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Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
    a. Vary syntax for effect, consulting references for guidance as needed.
    b. Apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content.
    a. Use context to determine the meaning of a word or phrase.
    b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
    c. Consult various reference materials to determine or verify the pronunciation, part of speech, etymology, standard usage, and meaning of a word.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text.
    b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Vertical Progression

The standards for each grade should not be considered a checklist or taught in isolation. There is a flow or progression that creates coherence within a grade and from one grade to the next. The progressions are organized using anchor standards. An anchor standard is a skill that high school graduates should have to be ready for entry into the workplace or postsecondary education. The anchor standards are identical across all grades and content areas. Each of the progressions begins in Kindergarten and indicates a constant movement toward the high school standards. Progressions guarantee a steady, age-appropriate development of each topic and also ensure that gaps are not created in the English language arts education of Louisiana's students.

There are 10 reading and 10 writing anchor standards, and 6 speaking/listening and 6 language standards.

10 Reading Anchor Standards

- Key Ideas and Details (Standard 1, 2, 3)
- Craft and Structure (Standard 4, 5, 6)
- Integration of Knowledge and Ideas (Standard 7, 8, 9)
- Range and Level of Text Complexity (Standard 10)

10 Writing Anchor Standards

- Text Types and Purposes (Standard 1, 2, 3)
- Production and Distribution of Writing (Standard 4, 5, 6)
- Research to Build and Present Knowledge (Standard 7, 8, 9)
- Range of Writing (Standard 10)

6 Speaking and Listening Anchor Standards

- Comprehension and Collaboration (Standard 1, 2, 3)
- Presentation of Knowledge and Ideas (Standard 4, 5, 6)

6 Language Anchor Standards

- Conventions of Standard English (Standard 1, 2)
- Knowledge of Language (Standard 3)
- Vocabulary Acquisition and Use (Standard 4, 5, 6)

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Reading: Literature- Key Ideas and Details	
Anchor Standard RL 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Grade	**Grade-Specific Standard**
Kindergarten	With prompting and support, ask and respond to questions about key details in a text.
Grade 1	Ask and respond to questions about key details in a text.
Grade 2	Demonstrate understanding of key details of a text by asking and responding to who, what, where, when, why, and how questions.
Grade 3	Refer explicitly to details and examples from a text when asking and responding to questions.
Grade 4	Refer to details and examples from a text when explaining what the text says explicitly and when drawing inferences.
Grade 5	Cite relevant evidence from a text when explaining what the text says explicitly and when drawing inferences.
Grade 6	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text; quote from texts accurately.
Grade 7	Cite several pieces of relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text; quote and paraphrase from texts accurately.
Grade 8	Cite and paraphrase the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 9-10	Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly, as well as inferences drawn from the text.
Grade 11-12	Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly, as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading: Literature- Key Ideas and Details	
Anchor Standard RL 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Grade	**Grade-Specific Standard**

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Kindergarten	With prompting and support, retell familiar stories, including key details.
Grade 1	Retell stories, including key details, and determine the central message or lesson.
Grade 2	Recount stories, including fables and folktales from a variety of traditions and determine their central message, lesson, or moral.
Grade 3	Recount stories, including fables, folktales, and myths from a variety of traditions; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.
Grade 4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Grade 5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Grade 6	Determine a theme or central idea of a text and how it is conveyed through particular details; provide an objective summary of the text.
Grade 7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
Grade 8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Grade 9-10	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Grade 11-12	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Reading: Literature- Key Ideas and Details	
Anchor Standard RL 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Grade	**Grade-Specific Standard**
Kindergarten	With prompting and support, identify characters, settings, and major events in a story.
Grade 1	Describe characters, settings, and major events in a story, using key details.
Grade 2	Describe how characters in a story respond to major events and challenges.
Grade 3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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Grade 4	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Grade 5	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
Grade 6	Describe how a particular story's or drama's plot unfolds in a series of episodes, as well as how the characters respond or change.
Grade 7	Analyze how particular elements of a story or drama interact.
Grade 8	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.
Grade 9-10	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Grade 11-12	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.

Reading: Literature- Craft and Structure	
Anchor Standard RL 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Grade	**Grade-Specific Standard**
Kindergarten	With prompting and support, ask and respond to questions about unknown words in a text.
Grade 1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Grade 2	Describe how words and phrases supply rhythm and meaning in a poem or song; determine the meaning of words and phrases as they are used in text.
Grade 3	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Grade 4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Grade 5	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
Grade 6	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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Grade 7	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of sound devices within poetry and prose; analyze the impact of specific word choice on meaning and tone.
Grade 8	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Grade 9-10	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
Grade 11-12	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful, including authors of classic texts (e.g., Shakespeare).

Reading: Literature- Craft and Structure	
Anchor Standard RL 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Grade	**Grade-Specific Standard**
Kindergarten	Recognize common types of texts (e.g., storybooks, poems).
Grade 1	Explain the differences between books that tell stories and books that give information.
Grade 2	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
Grade 3	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Grade 4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Grade 5	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
Grade 6	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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Grade 7	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
Grade 8	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Grade 9-10	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.
Grade 11-12	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.

Reading: Literature- Craft and Structure	
Anchor Standard RL 6: Assess how point of view or purpose shapes the content and style of a text.	
Grade	**Grade-Specific Standard**
Kindergarten	With prompting and support, define the role of the author and the illustrator in presenting a story.
Grade 1	Identify who is telling the story at various points in a text.
Grade 2	Identify differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Grade 3	Distinguish the student's point of view from that of the narrator or those of the characters.
Grade 4	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Grade 5	Describe how a narrator's or speaker's point of view influences how events are described.
Grade 6	Explain how an author develops the point of view of the narrator or speaker in a text.
Grade 7	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Grade 8	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Grade 9-10	Analyze a particular point of view or traditional experience reflected in works of literature, drawing on a wide reading of world literature.

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Grade 11-12	Analyze a case in which understanding point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading: Literature- Integration of Knowledge and Ideas	
Anchor Standard RL 7: Integrate, evaluate, and synthesize content presented in a variety of formats and media, including visually and quantitatively, as well as in words.	
Grade	**Grade-Specific Standard**
Kindergarten	With prompting and support, make connections between the illustrations in the story and the text.
Grade 1	Use illustrations and details in a story to describe its characters, setting, or events.
Grade 2	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Grade 3	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Grade 4	Make connections between the text of a story or drama and a visual or oral presentation of the text.
Grade 5	Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Grade 6	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
Grade 7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Grade 8	Analyze the extent to which non-print media (e.g., film, drama, live production, art) connects to or departs from the text or script, evaluating the choices.
Grade 9-10	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
Grade 11-12	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.

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Reading: Literature- Integration of Knowledge and Ideas	
Anchor Standard RL 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Grade	**Grade-Specific Standard**
All Grades	Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts.

Reading: Literature- Integration of Knowledge and Ideas	
Anchor Standard RL 9:Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Grade	**Grade-Specific Standard**
Kindergarten	With prompting and support, compare and contrast the experiences of characters in familiar stories.
Grade 1	Compare and contrast the experiences of characters in stories.
Grade 2	Compare and contrast two or more versions of the same story by different authors or from different traditions.
Grade 3	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Grade 4	Compare and contrast how similar themes and topics are addressed (e.g., opposition of good and evil) and the patterns of events (e.g., the quest) in stories, myths, and traditional literature from different traditions.
Grade 5	Compare and contrast stories in the same genre on their approaches to similar themes and topics.
Grade 6	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
Grade 7	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction portray the past.
Grade 8	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional texts, stories, or foundational religious works; describe how the material is rendered new.
Grade 9-10	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare).

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Grade 11-12	Demonstrate knowledge of foundational works of U.S. and world literature, including how two or more texts from the same period treat similar themes or topics.

Reading: Literature- Range of Reading and Level of Text Complexity	
Anchor Standard RL 10: Read and comprehend complex literary and informational texts independently and proficiently.	
Grade	**Grade-Specific Standard**
Kindergarten	Actively engage in group reading activities with purpose and understanding.
Grade 1	With prompting and support, read grade-level prose and poetry.
Grade 2	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 3	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Grade 4	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 5	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
Grade 6	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 7	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 8	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
Grade 9-10	Grade 9 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. Grade 10 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

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	proficiently.
Grade 11-12	Grade 11 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–Postsecondary text complexity band proficiently, with scaffolding as needed at the high end of the range. Grade 12 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–Postsecondary text complexity band independently and proficiently.

Reading: Informational Text- Key Ideas and Details	
Anchor Standard RI 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Grade	**Grade-Specific Standard**
Kindergarten	With prompting and support, ask and respond to questions about key details in a text.
Grade 1	Ask and respond to questions about key details in a text.
Grade 2	Demonstrate understanding of key details of a text by asking and responding to who, what, where, when, why, and how questions.
Grade 3	Refer explicitly to details and examples from a text by asking and responding to questions.
Grade 4	Refer to details and examples from a text when explaining what the text says explicitly and when drawing inferences.
Grade 5	Cite relevant evidence from a text when explaining what the text says explicitly and when drawing inferences.
Grade 6	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text; quote from texts accurately.
Grade 7	Cite several pieces of relevant textual evidence that strongly supports analysis of what the text says explicitly, as well as inferences drawn from the text; quote and paraphrase from texts accurately.
Grade 8	Cite and paraphrase the relevant textual evidence that most strongly supports analysis of what the text says explicitly, as well as inferences drawn from the text.
Grade 9-10	Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.

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Grade 11-12	Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading: Informational Text- Key Ideas and Details	
Anchor Standard RI 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Grade	**Grade-Specific Standard**
Kindergarten	With prompting and support, identify the main topic and retell key details of a text.
Grade 1	Identify the main topic and retell key details of a text.
Grade 2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
Grade 3	Determine the main idea of a text; recount the key details and explain how they support the main idea.
Grade 4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Grade 5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Grade 6	Determine a central idea of a text and how it is conveyed through particular details; provide an objective summary of the text.
Grade 7	Determine a central idea in a text and analyze its development over the course of the text; provide an objective summary of the text.
Grade 8	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Grade 9-10	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Grade 11-12	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Reading: Informational Text- Key Ideas and Details
Anchor Standard RI 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grade	Grade-Specific Standard
Kindergarten	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Grade 1	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Grade 2	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Grade 3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Grade 4	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Grade 5	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Grade 6	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
Grade 7	Analyze the interactions between individuals, events, and ideas in a text.
Grade 8	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
Grade 9-10	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Grade 11-12	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.

Reading: Informational Text- Craft and Structure	
Anchor Standard RI 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Grade	**Grade-Specific Standard**
Kindergarten	With prompting and support, ask and respond to questions about unknown words in a text.
Grade 1	Ask and respond to questions to help determine or clarify the meaning of words and phrases in a text.

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Grade 2	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Grade 3	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Grade 4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Grade 5	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
Grade 6	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
Grade 7	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
Grade 8	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Grade 9-10	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.
Grade 11-12	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.

Reading: Informational Text- Craft and Structure	
Anchor Standard RI 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Grade	**Grade-Specific Standard**
Kindergarten	Identify various text features of the front and back cover of a book.
Grade 1	Know and use various text features (e.g., headings, tables of contents, glossaries) to locate key facts or information in a text.
Grade 2	Know and use various text features (e.g., captions, bold print, subheadings, glossary, index) to locate key facts or information in a text efficiently.
Grade 3	Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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Grade 4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Grade 5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.
Grade 6	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Grade 7	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
Grade 8	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Grade 9-10	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).
Grade 11-12	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.

Reading: Informational Text- Craft and Structure	
Anchor Standard RI 6: Assess how point of view or purpose shapes the content and style of a text.	
Grade	**Grade-Specific Standard**
Kindergarten	With prompting and support, define the role of the author and the illustrator in presenting the ideas or information in a text.
Grade 1	Distinguish between information provided by illustrations and information provided by the words in a text.
Grade 2	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Grade 3	Distinguish the student's point of view from that of the author of a text.
Grade 4	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Grade 5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Grade 6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Grade 7	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

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Grade 8	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Grade 9-10	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Grade 11-12	Determine an author's point of view or purpose in a text in which the rhetoric is considered particularly effective, analyzing how style and content contribute to the student's interpretation of power, persuasiveness, or beauty of the text.

Reading: Informational Text- Integration of Knowledge and Ideas	
Anchor Standard RI 7: Integrate, evaluate, and synthesize content presented in various formats and media, including visually and quantitatively, as well as in words written in print and cursive.	
Grade	**Grade-Specific Standard**
Kindergarten	With prompting and support, make connections between the illustrations and the text.
Grade 1	Use the illustrations and details in a text to describe its key ideas.
Grade 2	Explain how specific images (e.g., diagrams) contribute to and clarify a text.
Grade 3	Use information gained from illustrations (e.g., maps, photographs) and the words in a text, in both print and cursive, to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Grade 4	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines) and explain how the information contributes to an understanding of the text in which it appears.
Grade 5	Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Grade 6	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Grade 7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
Grade 8	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia, art) to present a particular topic or idea.
Grade 9-10	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
Grade 11-12	Integrate, evaluate, and synthesize 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.

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Reading: Informational Text- Integration of Knowledge and Ideas	
Anchor Standard RI 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Grade	**Grade-Specific Standard**
Kindergarten	With prompting and support, identify the reasons an author gives to support points in a text.
Grade 1	Identify the reasons an author gives to support points in a text.
Grade 2	Describe how reasons or evidence support specific points the author makes in a text.
Grade 3	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Grade 4	Explain how an author uses reasons and evidence to support particular points in a text.
Grade 5	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
Grade 6	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Grade 7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Grade 8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Grade 9-10	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.
Grade 11-12	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in public works (e.g., The Federalist Papers, presidential addresses).

Reading: Informational Text- Integration of Knowledge and Ideas	
Anchor Standard RI 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Grade	**Grade-Specific Standard**

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Kindergarten	With prompting and support, identify similarities and differences between two texts on the same topic.
Grade 1	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Grade 2	Compare and contrast the most important points presented by two texts on the same topic.
Grade 3	Compare and contrast the most important points and key details presented in two texts on the same topic.
Grade 4	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Grade 5	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Grade 6	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Grade 7	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or promoting different interpretations of facts.
Grade 8	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Grade 9-10	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Grade 11-12	Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

Reading: Informational Text- Range of Reading and Level of Text Complexity	
Anchor Standard RI 10: Read and comprehend complex literary and informational texts independently and proficiently.	
Grade	**Grade-Specific Standard**
Kindergarten	Actively engage in group reading activities with purpose and understanding.
Grade 1	With prompting and support, read grade-level informational texts.
Grade 2	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Grade 3	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
Grade 4	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 5	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
Grade 6	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 7	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 8	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
Grade 9-10	Grade 9 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. Grade 10 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.
Grade 11-12	Grade 11 By the end of grade 11, read and comprehend literary nonfiction in the grades 11– workplace/postsecondary text complexity proficiently, with scaffolding as needed at the high end of the range. Grade 12 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11– workplace/postsecondary text complexity independently and proficiently.

Reading: Foundational Skills- Print Concepts	
Anchor Standard RF 1: N/A	
Grade	**Grade-Specific Standard**
Kindergarten	Demonstrate understanding of the organization and basic features of print. a. *Recognize that spoken words are represented in written language by specific sequences of letters. (Prerequisite standard from Pre-K).* b. Track words from left to right, top to bottom, and page by page. c. Understand that words are separated by spaces in print. d. Identify and name all upper- and lowercase letters of the alphabet.

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	e. Locate words on a page. f. Distinguish between letters and words. g. Recognize features of a sentence, including capitalization, words separated by spaces, and ending punctuation. h. Accurately form all uppercase and lowercase letters using appropriate directionality as it relates to the routine and steps involved in letter formation.
Grade 1	Demonstrate understanding of the organization and basic features of print. a. Compose sentences utilizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). b. Print letters, words, and sentences legibly, leaving appropriate spaces between words.
Grade 2	Demonstrate understanding of the organization and basic features of print. a. Print letters, words, and sentences legibly, utilizing accurate conventions of print. b. Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.
Grade 3	Demonstrate and apply handwriting skills. a. Write words and sentences legibly using correctly-formed manuscript letters with appropriate size and spacing. b. Write complete words, thoughts, and sentences legibly in cursive, leaving appropriate spaces between words.
Grade 4	Demonstrate and apply handwriting skills. a. Write words and sentences legibly using correctly-formed manuscript letters with appropriate size and spacing. b. Write complete words, thoughts, and sentences legibly in cursive leaving appropriate spaces between words.
Grade 5	Demonstrate and apply both manuscript and cursive handwriting skills.

Reading: Foundational Skills- Phonological Awareness	
Anchor Standard RF 2: N/A	
Grade	**Grade-Specific Standard**
Kindergarten	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *a. Recognize and produce rhyming words. (Prerequisite standard from Pre-K)* *b. Count, pronounce, blend, and segment syllables in spoken words. (Prerequisite standard from Pre-K)* c. Blend and segment onsets and rimes of single-syllable spoken words. d. Segment and blend phonemes in single-syllable spoken words. e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) f. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable

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	words to make new words.
Grade 1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Reading: Foundational Skills-Phonics and Word Recognition	
Anchor Standard RF 3: N/A	
Grade	**Grade-Specific Standard**
Kindergarten	Know and apply grade-appropriate phonics and word analysis skills in decoding words a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read grade-appropriate, regular and irregular words with known spellings or spelling patterns with automaticity. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. e. Encode CVC words.
Grade 1	Know and apply grade-appropriate phonics and word analysis skills in decoding words. a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs. b. Decode and encode regularly spelled one-syllable words with known phonetic patterns. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read grade-appropriate words with inflectional endings. g. Read grade-appropriate irregularly spelled words, utilizing known spelling patterns. h. Decode and encode simple words with r-controlled vowels.
Grade 2	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode and encode regularly spelled two-syllable words with long and short vowels

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	b. Decode and encode words with variable vowel teams and vowel diphthongs. c. Decode and encode words with open and closed syllables and consonant -le. d. Decode and encode words with common prefixes and suffixes. e. Read grade-appropriate irregularly spelled words, including silent letter combinations, utilizing known spelling patterns.
Grade 3	Know and apply grade-appropriate phonics and word analysis skills in decoding words a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode and encode words with common Greek and Latin roots and affixes. c. Decode and encode multisyllabic words with stressed and unstressed syllables. d. Read grade-appropriate irregularly spelled words.
Grade 4	Know and apply grade-appropriate phonics and word analysis skills in decoding and encoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read, decode, and encode unfamiliar multisyllabic words in context and out of context.
Grade 5	Know and apply grade-appropriate phonics and word analysis skills in decoding and encoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read, decode, and encode unfamiliar multisyllabic words in context and out of context.

Reading: Foundational Skills - Fluency	
Anchor Standard RF 4: N/A	
Grade	**Grade-Specific Standard**
Kindergarten	Read grade-level decodable texts with accuracy, automaticity, and understanding.
Grade 1	Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension. a. Read with automaticity and appropriate prosody or expression. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Grade 2	Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension. a. Read with automaticity and appropriate prosody or expression. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Grade 3	Read grade-level texts with sufficient accuracy and fluency to support comprehension a. Read with automaticity and appropriate prosody or expression. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Grade 4	Read grade-level texts with sufficient accuracy and fluency to support comprehension. a. Read with automaticity and appropriate prosody or expression. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Grade 5	Read grade-level texts with sufficient accuracy and fluency to support comprehension. a. Read with automaticity and appropriate prosody or expression. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing - Text Types and Purposes	
Anchor Standard W 1: Write multi-paragraph arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Grade	**Grade-Specific Standard**
Kindergarten	Use a combination of drawing, dictating, and/or writing to express opinions about a topic or text with at least one supporting reason.
Grade 1	Write opinion pieces about a topic or text, including a reason for the opinion and provide a concluding statement.
Grade 2	Write opinion pieces about a topic or text. a. State an opinion. b. Supply reasons that support the opinion. c. Use linking words to connect opinions and reasons. d. Provide a concluding statement or section.
Grade 3	Write multi-paragraph opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and organize related reasons together in paragraphs. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons. d. Provide a concluding statement or section.
Grade 4	Write multi-paragraph opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and organize related ideas and information together in paragraphs. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.
Grade 5	Write multi-paragraph opinion pieces on topics or texts, supporting a point of view or claim with reasons and information.

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	a. Provide a thesis statement that introduces a topic or text clearly, states an opinion, and introduces an organizational structure that logically groups related ideas and information. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
Grade 6	Write multi-paragraph arguments to support claims with clear reasons and relevant evidence. a. Provide a thesis statement that introduces a claim and establishes a structure that clearly organizes the supporting reasons and evidence. b. Support claims with clear reasons and relevant evidence from credible sources, demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claims and reasons. d. Establish and maintain a formal style. e. Provide a concluding section that follows from the argument presented.
Grade 7	Write multi-paragraph arguments to support claims with clear reasons and relevant evidence. a. Provide a thesis statement that introduces a claim, acknowledges alternate or opposing claims, and establishes a structure that logically organizes the reasons and evidence. b. Support claims with logical reasoning and relevant evidence, from accurate and credible sources, demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding section that follows from and supports the argument presented.
Grade 8	Write multi-paragraph arguments to support claims with clear reasons and relevant evidence. a. Provide a thesis statement that introduces a claim, acknowledges and distinguishes the claim from alternate or opposing claims, and establishes a structure that logically organizes the reasons and evidence. b. Support claims with logical reasoning and relevant evidence from accurate and credible sources, demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding section that follows from and supports the argument presented.
Grade 9-10	Write multi-paragraph arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Provide a thesis statement that introduces a precise claim, distinguishes the claim from alternate or opposing claims, and creates an organizational

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	structure for establishing clear relationships among the claims, counterclaims, reasons, and evidence. b. Develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding section that follows from and supports the argument presented.
Grade 11-12	Write multi-paragraph arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Provide a thesis statement that introduces precise, knowledgeable claims, establishes the significance of the claims, distinguishes the claims from alternate or opposing claims, and establishes an organizational structure that logically sequences claims, counterclaims, reasons, and evidence. b. Develop claims 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 presumptions. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding section that follows from and supports the argument presented and connects the argument to larger themes or topics.

Writing - Text Types and Purposes	
Anchor Standard W 2: Write multi-paragraph informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
Grade	**Grade-Specific Standard**
Kindergarten	Use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Grade 1	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide a concluding statement.
Grade 2	Write informative/explanatory texts. a. Introduce a topic.

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	b. Use facts and definitions to develop points. c. Provide a concluding statement or section.
Grade 3	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together in paragraphs; include illustrations when useful to aid comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases to connect ideas within categories of information (e.g., also, another, and, more, but). d. Provide a concluding statement or section.
Grade 4	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful in aiding comprehension. b. Develop the topic with facts and definitions, including concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
Grade 5	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically. b. Include formatting (e.g., headings), illustrations, and multimedia when useful in aiding comprehension. c. Develop the topic with facts and definitions; concrete details, quotations, and/or other information and examples related to the topic. d. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Provide a concluding statement or section related to the information or explanation presented.
Grade 6	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically. b. Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension.

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	c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding section that follows from the information or explanation presented.
Grade 7	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Provide a thesis statement that introduces a topic clearly, previewing what is to follow, provides a general observation and focus, and groups related information logically. b. Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding section that follows from and supports the information or explanation presented.
Grade 8	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Provide a thesis statement that introduces a topic clearly, previewing what is to follow, provides a general observation and focus, and groups related information logically. b. Organize ideas, concepts, and information into broader connected categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. c. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding section that follows from and supports the information or explanation presented.

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Grade 9-10	Write multi-paragraph informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Provide a thesis statement that introduces a topic, provides a general observation and focus, and groups related information logically. b. Organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. 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 section that follows from and supports the information or explanation presented, articulating implications or the significance of the topic.
Grade 11-12	Write multi-paragraph informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically. b. Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. 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 literary or rhetorical techniques, as appropriate to the task and audience, to maintain clarity of complex topics. 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 section that follows from and supports the information or explanation presented, articulating implications or the significance of the topic.

Writing - Text Types and Purposes
Anchor Standard W 3: Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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Grade	Grade-Specific Standard
Kindergarten	Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.
Grade 1	Write narratives in which they recount two or more appropriately sequenced events, include relevant details, temporal words (e.g., first, next, last) to signal event order, and provide some sense of closure.
Grade 2	Write narratives in which they recount a well-elaborated event or short sequence of events, include relevant details to describe actions, thoughts, and feelings, use temporal and/or transitional words to signal event order, and provide a conclusion.
Grade 3	Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize the sequence of events logically. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal and/or transitional words and phrases to signal event order. d. Provide a clear conclusion.
Grade 4	Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize the sequence of events logically. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
Grade 5	Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize the sequence of events logically. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide an appropriate conclusion that follows from the narrated experiences or events.
Grade 6	Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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	a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize the sequence of events logically. b. Use narrative techniques appropriate to the task, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide an appropriate conclusion that follows from the narrated experiences or events.
Grade 7	Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize the sequence of events logically. b. Use narrative techniques appropriate to the task, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide an appropriate conclusion that follows from and reflects on the narrated experiences or events.
Grade 8	Write multi-paragraph narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize the sequence of events logically. b. Use narrative techniques appropriate to the task, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide an appropriate conclusion that follows from and reflects on the narrated experiences or events.
Grade 9-10	Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques appropriate to task, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.

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	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 an appropriate conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Grade 11-12	Write multi-paragraph narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques appropriate to task, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, 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 figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone, and/or characters. e. Provide an appropriate conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Writing - Production and Distribution of Writing	
Anchor Standard W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Grade	**Grade-Specific Standard**
Kindergarten	(Begins in grade 2)
Grade 1	(Begins in grade 2)
Grade 2	With guidance and support from adults, produce writing in which the development is appropriate to the task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Grade 3	Produce writing in which the development and organization are appropriate to the task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Grade 4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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Grade 5	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Grade 6	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.)
Grade 7	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.)
Grade 8	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.)
Grade 9-10	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.)
Grade 11-12	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.)

Writing - Production and Distribution of Writing	
Anchor Standard W 5:Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.	
Grade	**Grade-Specific Standard**
Kindergarten	With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen drawings, dictations, and/or written expression as needed.
Grade 1	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
Grade 2	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
Grade 3	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.
Grade 4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
Grade 5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. (Editing

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	for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)
Grade 6	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
Grade 7	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
Grade 8	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
Grade 9-10	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different 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.)
Grade 11-12	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.)

Writing - Production and Distribution of Writing	
Anchor Standard W 6: Use technology to produce and publish writing and to interact and collaborate with others.	
Grade	**Grade-Specific Standard**
Kindergarten	With guidance and support from adults, explore a variety of digital tools by participating in the production of a published work.
Grade 1	With guidance and support from adults and in collaboration with peers, use a variety of digital tools to produce and publish writing.
Grade 2	With guidance and support from adults and in collaboration with peers, use a variety of digital tools to produce and publish writing.
Grade 3	With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.

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Grade 4	With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.
Grade 5	With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.
Grade 6	With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.
Grade 7	Use technology to produce and publish writing linking to and citing sources, either independently or in collaboration with others.
Grade 8	Use technology to produce and publish writing and present the relationships between information and ideas efficiently, either independently or in collaboration with others.
Grade 9-10	Use technology 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.
Grade 11-12	Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing - Research to Build and Present Knowledge	
Anchor Standard W 7: Conduct research based on focused questions, demonstrating understanding of the subject under investigation.	
Grade	**Grade-Specific Standard**
Kindergarten	With guidance and support from adults, participate in shared research and writing projects.
Grade 1	Participate in shared research and writing projects.
Grade 2	Participate in shared research and writing projects.
Grade 3	Conduct research that builds knowledge about a topic.
Grade 4	Conduct research that builds knowledge through the investigation of different aspects of a topic.
Grade 5	Conduct research that uses several sources to build knowledge through investigation of different aspects of a topic.
Grade 6	Conduct research to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Grade 7	Conduct research to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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Grade 8	Conduct research to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Grade 9-10	Conduct research 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.
Grade 11-12	Conduct research 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.

Writing - Research to Build and Present Knowledge	
Anchor Standard W 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
Grade	**Grade-Specific Standard**
Kindergarten	With guidance and support from adults, use information from experiences or and gather additional information from provided sources to answer a question.
Grade 1	With guidance and support from adults, use information from experiences and gather information from provided sources to answer a question.
Grade 2	Use information from experiences and gather additional information from provided sources to answer a question.
Grade 3	Use information from experiences and gather information from print and digital sources. a. Take brief notes on sources. b. Sort evidence into provided categories.
Grade 4	Use relevant information from experiences and gather relevant information from print and digital sources. a. Take notes and categorize information. b. Provide a list of sources.
Grade 5	Use relevant information from experiences and gather relevant information from print and digital sources. a. Summarize or paraphrase information in notes and finished work. b. Provide a list of sources.
Grade 6	Gather relevant information from multiple print and digital sources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. d. Follow a standard format for citation.
Grade 7	Gather relevant information from multiple print and digital sources.

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	a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. d. Follow a standard format for citation.
Grade 8	Gather relevant information from multiple print and digital sources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. d. Follow a standard format for citation.
Grade 9-10	Gather relevant information from multiple print and digital sources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. d. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism. e. Follow a standard format for citation.
Grade 11-12	Gather relevant information from multiple print and digital sources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. d. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. e. Follow a standard format for citation.

Writing - Research to Build and Present Knowledge	
Anchor Standard W 9: Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.	
Grade	**Grade-Specific Standard**
Kindergarten	(Begins in grade 4)
Grade 1	(Begins in grade 4)
Grade 2	(Begins in grade 4)
Grade 3	(Begins in grade 4)
Grade 4	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.

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Grade 5	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.
Grade 6	Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards.
Grade 7	Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards.
Grade 8	Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards.
Grade 9-10	Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards.
Grade 11-12	Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards.

Writing - Range of Writing	
Anchor Standard W 10: Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.	
Grade	**Grade-Specific Standard**
Kindergarten	(Begins in grade 3)
Grade 1	(Begins in grade 3)
Grade 2	(Begins in grade 3)
Grade 3	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.
Grade 4	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.
Grade 5	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.
Grade 6	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.
Grade 7	Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards.
Grade 8	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

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Grade 9-10	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.
Grade 11-12	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

Speaking and Listening - Comprehension and Collaboration	
Anchor Standard SL 1:Prepare for and effectively participate in a range of conversations and collaborations with various partners, building on others' ideas and expressing their own clearly and persuasively.	
Grade	**Grade-Specific Standard**
Kindergarten	Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings. a. Follow agreed-upon rules for discussions (e.g., actively listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through at least two relevant exchanges
Grade 1	Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings. a. Follow agreed-upon rules for discussions (e.g., actively listening to others and taking turns speaking about the topics and texts under discussion). b. Build on others' ideas during conversations by responding to the comments of others through at least two relevant exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
Grade 2	Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
Grade 3	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-level topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and connect their comments to the remarks of others.

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	d. Explain their own ideas and understanding, considering the discussion.
Grade 4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-level topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and connect to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding considering the discussion.
Grade 5	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-level topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions considering the information and knowledge gained from the discussions.
Grade 6	Engage effectively in a range of collaborative discussions about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to relevant evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Grade 7	Engage effectively in a range of collaborative discussions about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to relevant evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

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	d. Acknowledge new information expressed by others and, when warranted, modify their own views.
Grade 8	Engage effectively in a range of collaborative discussions about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to relevant evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
Grade 9-10	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to relevant 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 varied viewpoints, 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.
Grade 11-12	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to relevant 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 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.

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	d. Respond thoughtfully to varied viewpoints; 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.

Speaking and Listening - Comprehension and Collaboration	
Anchor Standard SL 2: Integrate and evaluate information presented in various media and formats.	
Grade	**Grade-Specific Standard**
Kindergarten	Confirm understanding of a text read aloud or information presented orally or through other media by asking and responding to questions about key details and requesting clarification if something is not understood.
Grade 1	Ask and respond to questions about key details in a text read aloud or information presented orally or through other media.
Grade 2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Grade 3	Determine the main ideas and supporting details of a text read aloud or information presented in various media and formats.
Grade 4	Paraphrase portions of a text read aloud or information presented in various media and formats.
Grade 5	Summarize a written text read aloud or information presented in various media and formats.
Grade 6	Interpret information presented in various media and formats and explain how it contributes to a topic, text, or issue under study.
Grade 7	Analyze the main ideas and supporting details presented in various media and formats and explain how the ideas clarify a topic, text, or issue under study.
Grade 8	Analyze the purpose of information presented in various media and formats, and evaluate the motives behind its presentation.
Grade 9-10	Integrate multiple sources of information presented in various media or formats, evaluating the credibility and accuracy of each source.
Grade 11-12	Integrate multiple sources of information presented in various media and formats to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Speaking and Listening - Comprehension and Collaboration
Anchor Standard SL 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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Grade	Grade-Specific Standard
Kindergarten	Ask and respond to questions about what a speaker says to seek help, information, or clarification.
Grade 1	Ask and respond to questions about what a speaker says to gather additional information or seek clarification.
Grade 2	Ask and respond to questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Grade 3	Ask and respond to questions about information from a speaker, offering appropriate elaboration and detail.
Grade 4	Identify the reasons and evidence a speaker provides to support particular points.
Grade 5	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Grade 6	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.
Grade 7	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Grade 8	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.
Grade 9-10	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Grade 11-12	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Speaking and Listening - Presentation of Knowledge and Ideas	
Anchor Standard SL 4:Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience.	
Grade	**Grade-Specific Standard**
Kindergarten	With prompting and support, provide additional details when describing familiar people, places, things, and events.
Grade 1	Describe people, places, things, and events with relevant details, expressing ideas and feelings effectively, speaking clearly at an understandable pace.

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Grade 2	Tell a story or recount an experience effectively, including appropriate facts and relevant details, speaking clearly at an understandable pace.
Grade 3	Present on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Grade 4	Present on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Grade 5	Present on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Grade 6	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate directionality, adequate volume, and clear pronunciation.
Grade 7	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate directionality, adequate volume, and clear pronunciation.
Grade 8	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate directionality, adequate volume, and clear pronunciation.
Grade 9-10	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 the purpose, audience, and task.
Grade 11-12	Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, address alternative or opposing perspectives, and use organization, development, substance, and style that are appropriate to the purpose, audience, and a range of formal and informal tasks.

Speaking and Listening - Presentation of Knowledge and Ideas	
Anchor Standard SL 5: Make strategic use of multimedia displays to express information and enhance understanding of presentations.	
Grade	**Grade-Specific Standard**
Kindergarten	Provide additional details of given descriptions by adding drawings or other visual displays.
Grade 1	Clarify ideas, thoughts, and feelings included in descriptions by adding drawings or other visual displays.

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Grade 2	With guidance and support from adults and/or peers, present stories or poems while using drawings or other visual displays to support ideas, thoughts, and feelings accurately.
Grade 3	Create engaging multimedia recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays to emphasize or enhance certain facts or details of the recording.
Grade 4	Enhance the development of main ideas or themes of presentations by incorporating multimedia elements, including recordings and visual displays.
Grade 5	Enhance the development of main ideas or themes of presentations by including multimedia components.
Grade 6	Include multimedia components and visual displays in presentations to clarify information.
Grade 7	Include multimedia components in presentations to clarify information, claims, and findings, and emphasize salient points.
Grade 8	Integrate multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
Grade 9-10	Make strategic use of multimedia components in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.
Grade 11-12	Make strategic use of multimedia components in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.

Speaking and Listening - Presentation of Knowledge and Ideas	
Anchor Standard SL 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Grade	**Grade-Specific Standard**
Kindergarten	Speak clearly and at an understandable pace to express thoughts, feelings, and ideas effectively.
Grade 1	Produce complete sentences when appropriate to the task, audience, and situation.
Grade 2	Produce complete sentences when appropriate to the task, audience, and situation in order to provide requested detail or clarification.
Grade 3	Speak in complete sentences when appropriate to the task, audience, and situation in order to provide requested detail or clarification.
Grade 4	Speak in complete sentences when appropriate to the task, audience, and situation in order to provide requested detail or clarification.

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Grade 5	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task, audience, and situation.
Grade 6	Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.
Grade 7	Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.
Grade 8	Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.
Grade 9-10	Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.
Grade 11-12	Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.

Language- Conventions of Standard English	
Anchor Standard L 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Grade	**Grade-Specific Standard**
Kindergarten	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns, verbs, and prepositions. c. Form regular plural nouns orally by adding /s/ or /es/. d. Understand and use question words (interrogatives). e. Produce and expand complete sentences in shared language activities.
Grade 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Legibly print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences. d. Use personal and possessive pronouns. e. Use verbs to convey a sense of the past, present, and future. f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions. h. Use determiners to modify, describe, or introduce a noun or pronoun (e.g., articles, demonstratives). i. Use frequently occurring prepositions. j. Produce and expand complete, simple, and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
Grade 2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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	a. Use collective nouns. b. Use frequently occurring irregular plural nouns. c. Use reflexive pronouns and indefinite pronouns. d. Use the past tense of frequently occurring irregular verbs. e. Effectively use adjectives and adverbs. f. Produce, expand, and rearrange complete simple and compound sentences.
Grade 3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Use regular and irregular plural nouns. c. Use abstract nouns. d. Use regular and irregular verbs. e. Use simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.
Grade 4	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliary verbs to convey various conditions. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Use complete sentences, avoiding the use of fragments or run-ons. g. Use frequently confused words correctly (e.g., to, too, two; there, their).
Grade 5	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections, and their function in particular sentences. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Maintain consistent and logical verb choices, avoiding improper shifts in verb tense. e. Use correlative conjunctions.
Grade 6	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns. c. Maintain appropriate shifts in pronoun number and person. d. Use pronouns that clearly and logically connect to antecedents. e. Use strategies to improve expression in conventional language when variations from standard English exist in their own and others' writing and speaking.

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Grade 7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
Grade 8	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Use verbs in the active and passive voice. c. Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Maintain consistent and logical verb voice and mood.
Grade 9-10	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
Grade 11-12	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; use references to confirm understanding, as needed.

Language- Conventions of Standard English	
Anchor Standard L 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Grade	**Grade-Specific Standard**
Kindergarten	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters (graphemes) for most consonant and short-vowel sounds (phonemes). d. Encode simple words phonetically, drawing on knowledge of sound-letter relationships.
Grade 1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use appropriate punctuation for each sentence type.

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	c. Use commas in dates and to separate single words in a series. d. Apply known spelling patterns to encode both commonly spelled words and frequently occurring irregular words. e. Utilize known spelling patterns to encode untaught words.
Grade 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words. e. Consult reference materials when appropriate, to confirm or correct spellings.
Grade 3	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Apply learned conventions when spelling words with regular and irregular spelling patterns and when adding suffixes to root words. f. Consult reference materials when appropriate, to confirm or correct spellings.
Grade 4	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
Grade 5	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no to set off a tag question from the rest of the sentence, and to indicate a direct address. d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
Grade 6	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive parenthetical elements. b. Spell correctly, consulting references as needed.
Grade 7	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives.

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	b. Spell correctly, consulting references as needed.
Grade 8	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly, consulting references as needed.
Grade 9-10	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon to link two or more closely related independent clauses. b. Use a colon to introduce a list, quotation, example, or elaboration. c. Spell correctly, consulting references as needed.
Grade 11-12	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Apply appropriate hyphenation conventions. b. Spell correctly, consulting references as needed.

Language- Knowledge of Language	
Anchor Standard L 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
Grade	**Grade-Specific Standard**
Kindergarten	(Begins in grade 2)
Grade 1	(Begins in grade 2)
Grade 2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
Grade 3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.
Grade 4	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
Grade 5	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Grade 6	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.
Grade 7	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, without wordiness and redundancy. b. Maintain consistency in style and tone.
Grade 8	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. b. Maintain consistency in style and tone.
Grade 9-10	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Compose and edit work to conform to the guidelines in a style manual appropriate for the discipline and writing type.
Grade 11-12	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references for guidance as needed. b. Apply an understanding of syntax to the study of complex texts when reading.

Language- Vocabulary Acquisition and Use	
Anchor Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
Grade	**Grade-Specific Standard**
Kindergarten	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. a. With guidance and support, identify new meanings for familiar words and apply them accurately. b. With guidance and support, use the most frequently occurring inflections as a clue to the meaning of unknown word affixes.

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Grade 1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. a. Use sentence-level context to determine the meaning of a word or phrase. b. Use knowledge of frequently occurring affixes to interpret the meaning of a word. c. Identify frequently occurring root words and their inflectional forms.
Grade 2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. a. Use sentence-level context to determine the meaning of a word or phrase. b. Use knowledge of root words and affixes to determine the meaning of unfamiliar words in grade-level content. c. Use a known root word to determine the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to determine the meaning of compound words. e. Consult reference materials, both print and digital, to determine or clarify the meaning of words and phrases.
Grade 3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content. a. Use sentence-level context to determine the meaning of a word or phrase. b. Use knowledge of root words and affixes to determine the meaning of unfamiliar words in grade-level content. c. Use a known root word to determine the meaning of an unknown word with the same root. d. Consult reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Grade 4	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
Grade 5	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content. a. Use context to determine the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Grade 6	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content, choosing flexibly from a range of strategies. a. Use context to determine the meaning of a word or phrase.

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	b. Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word. c. Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word.
Grade 7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content. a. Use context to determine the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word. c. Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word.
Grade 8	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level texts and content. a. Use context to determine the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word. c. Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word.
Grade 9-10	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content. a. Use context to determine the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult various reference materials to determine or verify the pronunciation, part of speech, etymology, and meaning of a word.
Grade 11-12	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content. a. Use context to determine the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult various reference materials to determine or verify the pronunciation, part of speech, etymology, standard usage, and meaning of a word.

Language- Vocabulary Acquisition and Use	
Anchor Standard L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Grade	**Grade-Specific Standard**
Kindergarten	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories to gain a better understanding of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms.

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	c. Identify real-life connections between words and their use. d. Distinguish shades of meaning among verbs by describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
Grade 1	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to gain a better understanding of the concepts the categories represent. b. Categorize words by describing one or more of their key distinguishing attributes. c. Identify real-life connections between words and their distinguishing characteristics. d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
Grade 2	Demonstrate understanding of word relationships and nuances in word meanings. a. Use appropriate descriptive language to connect words to real-life experiences. b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
Grade 3	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Use appropriate vocabulary to connect words to real-life applications. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
Grade 4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Identify and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Grade 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Identify and interpret 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 their meanings.
Grade 6	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech, including personification, in context and analyze their role in the text. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.

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	d. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Grade 7	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech, including allusions, in context and analyze their role in the text. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.
Grade 8	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech, including verbal irony and puns, in context and analyze their role in the text. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.
Grade 9-10	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
Grade 11-12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

Language- Vocabulary Acquisition and Use	
Anchor Standard L 6: Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
Grade	**Grade-Specific Standard**
Kindergarten	Use words and phrases acquired through conversations, reading, and read alouds, when communicating about texts.
Grade 1	Use words and phrases acquired through conversations, reading, read-alouds, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
Grade 2	Use words and phrases acquired through conversations, reading, read-alouds, and responding to texts, including using adjectives and adverbs to provide descriptions.

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Grade 3	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
Grade 4	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and relate to a particular topic.
Grade 5	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
Grade 6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Grade 7	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Grade 8	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Grade 9-10	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Grade 11-12	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Conventions Progression by Grade Level

The Language Conventions Progression outlines when skills are introduced and mastered, as well as when they should be reinforced. While students may master a skill in an earlier grade level, the skill should be reinforced as students engage with more complex texts and compose more complex writing.

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex texts.	R

Skill	K	1	2	3	4	5	6	7	8	9-10	11-12
Print & Spelling Conventions											
Print many upper- and lowercase letters.	I	M	R	R	R	R	R	R	R	R	R
Write a letter or letters (graphemes) for most consonant and short-vowel sounds (phonemes).	I, M	R	R	R	R	R	R	R	R	R	R
Legibly print all upper- and lowercase letters.	I	M	R	R	R	R	R	R	R	R	R
Encode simple words phonetically, drawing on knowledge of sound-letter relationships.	I	M	R	R	R	R	R	R	R	R	R
Apply known spelling patterns to encode both commonly spelled words and frequently occurring irregular words.	-	I	M	R	R	R	R	R	R	R	R
Utilize known spelling patterns to encode untaught words.	-	I	M	R	R	R	R	R	R	R	R
Generalize learned spelling patterns when writing words.	-	-	I, M	R	R	R	R	R	R	R	R
Apply learned conventions when spelling words with regular and irregular spelling patterns and when adding suffixes to root words.	-	-	-	I, M	R	R	R	R	R	R	R

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Skill	K	1	2	3	4	5	6	7	8	9-10	11-12
Consult reference materials when appropriate to confirm or correct spellings.	-	-	I	M	R	R	R	R	R	R	R
Spell grade-appropriate words correctly, consulting references as needed.	-	-	-	I, M	R	R	R	R	R	R	R
Understand and use question words (interrogatives).	I, M	R	R	R	R	R	R	R	R	R	R
Use capitalization effectively.	I	I	I	I	M	R	R	R	R	R	R
Punctuation Conventions											
Recognize and name end punctuation.	I	M	R	R	R	R	R	R	R	R	R
Use appropriate punctuation for each sentence type.	-	I, M	R	R	R	R	R	R	R	R	R
Use commas effectively.	-	I	I	I	I	I	I	M	R	R	R
Use an apostrophe to form contractions and frequently occurring possessives	-	-	I, M	R	R	R	R	R	R	R	R
Use punctuation to separate items in a series.	-	-	-	-	-	I	I	M	R	R	R
Use underlining, quotation marks, or italics to indicate titles of works.	-	-	-	-	-	I, M	R	R	R	R	R
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive parenthetical elements.	-	-	-	-	-	-	I	M	R	R	R
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	-	-	-	-	-	-	-	-	I	M	R
Use an ellipsis to indicate an omission.	-	-	-	-	-	-	-	-	I	M	R
Use a semicolon with or without a conjunctive adverb to link two or more closely related independent clauses.		-	-	-	-	-	-	-	-	I, M	R
Use a colon to introduce a list, quotation, example, or elaboration.		-	-	-	-	-	-	-	-	I, M	R
Apply appropriate hyphenation conventions.			-	-	-	-	-	-	-	-	I, M

Skill	K	1	2	3	4	5	6	7	8	9-10	11-12
Knowledge of Language											
Use frequently occurring conjunctions.	-	I	I	I	I	M	R	R	R	R	R
Use coordinating and subordinating conjunctions.	-	-	-	I	M	R	R	R	R	R	R
Use correlative conjunctions.	-	-	-	-	-	I, M	R	R	R	R	R
Usage Conventions											
Use frequently occurring prepositions.	I	M	R	R	R	R	R	R	R	R	R
Use frequently confused words correctly (e.g., to, too, two; there, their).	I	I	I	I	M	R	R	R	R	R	R
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; use references to confirm understanding, as needed.	-	-	-	-	-	-	-	-	-	I	M
Nouns											
Use frequently occurring nouns, verbs, and prepositions.	I, M	R	R	R	R	R	R	R	R	R	R
Form regular plural nouns orally by adding /s/ or /es/.	I	M	R	R	R	R	R	R	R	R	R
Use common, proper, and possessive nouns.	-	I	I	M	R	R	R	R	R	R	R
Use singular and plural nouns with matching verbs in basic sentences.	-	I	I	M	R	R	R	R	R	R	R
Use collective nouns.	-	-	I, M	R	R	R	R	R	R	R	R
Use frequently occurring irregular plural nouns.	-	-	I	M	R	R	R	R	R	R	R
Use abstract nouns.	-	-	-	I, M	R	R	R	R	R	R	R
Verbs											
Use frequently occurring nouns, verbs, and prepositions.	I, M	R	R	R	R	R	R	R	R	R	R
Use singular and plural nouns with matching verbs in basic sentences.	-	I	I	M	R	R	R	R	R	R	R
Use pronouns that clearly and logically connect to antecedents.	-	-	-	-	-	-	I	M	R	R	R

Skill	K	1	2	3	4	5	6	7	8	9-10	11-12
Adjectives and Adverbs											
Use frequently occurring adjectives.	-	I	M	R	R	R	R	R	R	R	R
Effectively use adjectives and adverbs.	-	I	M	R	R	R	R	R	R	R	R
Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	-	-	-	I	M	R	R	R	R	R	R
Order adjectives within sentences according to conventional patterns.		-	-	-	I	M	R	R	R	R	R
Use determiners to modify, describe, or introduce a noun or pronoun (e.g., articles, demonstratives).	-	I, M	R	R	R	R	R	R	R	R	R
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	-	-	-	I, M	R	R	R	R	R	R	R
Ensure subject-verb and pronoun-antecedent agreement.	-	-	-	I	I	I	M	R	R	R	R
Sentence Structure and Formation											
Produce and expand complete sentences in shared language activities.	I, M	R	R	R	R	R	R	R	R	R	R
Produce and expand complete, simple, and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	-	I	M	R	R	R	R	R	R	R	R
Produce, expand, and rearrange complete simple and compound sentences.	-	-	I	I	M	R	R	R	R	R	R
Produce simple, compound, and complex sentences.	-	-	-	I	I	I	I	M	R	R	R
Use prepositional phrases.	-	-	-	-	I	I	I	I	I	M	R
Use complete sentences, avoiding the use of fragments or run-ons.	-	-	-	-	I, M	R	R	R	R	R	R
Explain the function of conjunctions, prepositions, and interjections, and their function in particular sentences.	-	-	-	-	-	I	I	I	I	M	R
Use strategies to improve expression in conventional language when variations from standard English exist in their own and others' writing and speaking.	-	-	-	-	-	-	I	I	I	I	M

Skill	K	1	2	3	4	5	6	7	8	9-10	11-12
Use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	-	-	-	-	-	-	-	I	I	M	R
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	-	-	-	-	-	-	-	I	M	R	R
Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.	-	-	-	-	-	-	-	-	-	I	M
Use parallel structure.	-	-	-	-	-	-	-	-	-	I	M

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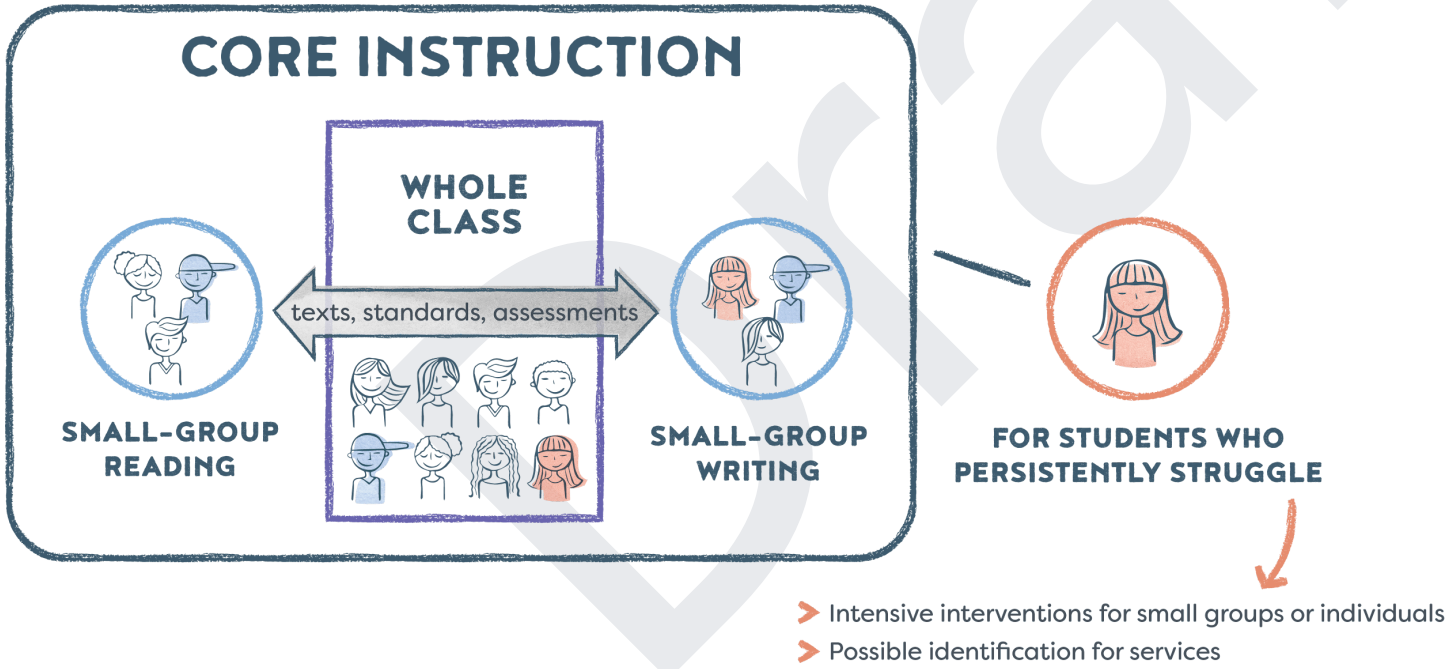
Resources

The Louisiana Department of Education (LDOE) is committed to ensuring that every classroom has access to a high-quality curriculum. In Louisiana, all districts can purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms.

English Language Arts Content Framework

Louisiana's ELA goal is for students to read, understand, and express their understanding of complex grade-level texts.

During unit internalization, teachers identify where the standards are present in their high-quality instructional materials (HQIM). Teachers identify how the assessments measure student understanding of the knowledge and skills students gained during their learning. Effective ELA instruction is structured so that students receive the right amount of support through whole-class activities, small-group reading, small-group writing, and independent reading. This blended approach helps students build the skills necessary to increase their reading proficiency level while pushing them to explore complex ideas at their grade level. This combination of reading and writing allows students to practice in authentic settings similar to how they will perform in college and careers.



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Whole-Class Instruction

Whole-class instructional time is for grade-level instruction. All students should meet the grade-level standards for reading, writing, speaking and listening, and language with complex texts. Whole-class instruction provides a space for students to think about meaningful texts, talk with other students to develop and refine their thinking about a text, and write about their knowledge and understanding of texts.

Small-Group Reading Instruction

Small-group instructional time is for supporting student needs that cannot be met during whole-class instruction. The instruction is focused on targeting the needs of readers who are reading slightly below grade-level (up to 1 year below grade level) and addresses general vocabulary growth, additional practice of comprehension strategies, advanced word study, or fluency utilizing current grade-level texts (NOT a leveled version of a whole-class text). This allows students the opportunity to read/comprehend complex texts with appropriate scaffolding from the teacher, as well as to practice and build the fluency and comprehension skills necessary to grow their reading proficiency over time. All students need small-group support. For advanced readers, this is a place to challenge each other and explore above-grade-level texts and skills.

Instructional Materials Review

In Louisiana, all school systems purchase the instructional materials that are best for their local communities. The LDOE engages in an online review of instructional materials to determine the degree of alignment with state content standards to support school systems with these decisions. Each local school system should determine if its use is appropriate to meet the educational needs of its students.

Tier 1 - Exemplifies Quality: Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality.

Tier 2 - Approaching Quality: Meets all non-negotiable criteria and some indicators of superior quality.

Tier 3 - Not representing Quality: Does not meet non-negotiable criteria.

The LDOE will continue to review and evaluate instructional materials based on the standards in place at the time of the review. Additionally, the LDOE will conduct additional reviews when standards change and publishers update their materials. Up-to-date annotated reviews of instructional materials are available on the Curricular Resources Annotated Reviews web page.

Text Complexity

Text complexity can be defined as the level of difficulty in reading and understanding a text based on a series of factors: the readability of the text, the levels of meaning or purpose in the text, the structure of the text, the conventionality and clarity of the language, and the knowledge demands of the text.

The Importance of Text

Quality texts are critical for English language arts instruction. “Quality” means a text’s language is at or above grade level and the content of the text is appropriately complex and connected to themes, concepts, or topics students are learning. All students, even the most struggling

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readers, must regularly have access to texts that are at or above grade level. This does not mean students do not also engage with texts on their reading level (they may during small groups or during independent reading to build background knowledge), but whole-group instruction must remain rigorous and complex.

Texts should be varied and include fiction or literary texts, nonfiction or informational texts, and nonprint texts (e.g., art, film, songs, etc.). Students should have the opportunity to formulate their own ideas about these texts and communicate them either in writing or orally to their peers. Grade-level standards provide the criteria for reading, formulating ideas, and expressing those ideas about quality texts. As such, the text, the use of standards with that text, and the connection of that text to other texts are among the most important choices an ELA teacher will make.

Text Quality

Texts must be both linguistically complex and instructionally useful based on the grade-level standards. Teachers use the following criteria to ensure texts are appropriate and meaningful for their students:

Texts are complex.
- Review all of the texts.

Texts are instructionally useful.
- Texts build student knowledge about universal themes, various cultures, and other perspectives (e.g., RL.2.9, RI.5.6, or RL.9-10.6.)

Texts are available and include commonly read authors, genres, or significant topics.
- Texts represent major historical events and time periods, popular science, music, and art, or connect to other content areas (e.g., RI.1.9, RI.3.3, or RI.8.9).
- Texts interest students or provide opportunities for building reading stamina and perseverance.

Texts include age-appropriate content.
- Decisions about content appropriateness must be made locally. Local systems, schools, and teachers should make the final determination of which texts will be read in Louisiana classrooms.

Texts are authentic.
- They are written by a published author and/or are high-quality and contain accurate information as opposed to short passages expressly written for the purpose of teaching a discrete ELA skill.

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An Example of Text Complexity throughout the Standards

The following chart illustrates the different levels of text that meet the expectations of the English language arts standards.

Grade Level	English Language Arts Standard	Complexity of the Text	Use of Text
Kindergarten	Actively engage in group reading activities with purpose and understanding. (RL.K.10)	Texts with readability in grades 2 or higher	**Read aloud** by the teacher during whole-class instruction
Kindergarten	Read grade-level decodable texts with accuracy, automaticity, and understanding. (RF.K.4)	Texts that contain only the letter-sound correspondences or spelling patterns that have been taught	**Read along** with the teacher or **read alone** by the student during small-group instruction or independent reading
Grade 1	With prompting and support, read grade-level informational texts. (RI.1.10)	Texts with readability at the end of grade 1 or grades 2 or higher	**Read aloud**, **read along**, or **read alone** during whole-class instruction, small-group instruction, or independent reading
Grade 4	Read grade-level texts with sufficient accuracy and fluency to support comprehension. (RF.4.4) a. Read with automaticity and appropriate prosody or expression. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Texts with readability in grades 4-5	**Read along** or **read alone** during whole-class instruction, small-group instruction, or independent reading
Grade 8	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (RL.8.10)	Texts with readability in grades 6-8 or higher	**Read aloud**, **read along**, or **read alone** during whole-class instruction, small-group instruction, or independent reading

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Questions for Reader and Task Considerations:

Determining Instructional Uses of Complex Texts

Before reading a text in the classroom, consider whether the text is appropriate for the age of the students. If not, the text should not be read with your students.

Use the information gathered from steps one and two of the process to plan for instruction. Consider the following:

What knowledge and skills should students demonstrate after reading this text?	➡	Use the answer to this question to identify the grade-level English language arts standards to focus on with that text.
How can this text be used with other texts? How will students read this text? (e.g., Listen to the teacher reading aloud? Read along with a group? Read alone?)	➡	Use the answers to these questions to determine when to teach this text in a unit. (e.g., Is it easier to read, so it goes well at the beginning? Does it require knowledge from other texts first, so it needs to go later in the unit?)
What aspects of the text will likely pose the most challenge for your students?	➡	Use the answer to this question to design your instructional supports so that all students (even those who struggle) can access the text independently and proficiently through multiple and purposeful rereadings of the text.

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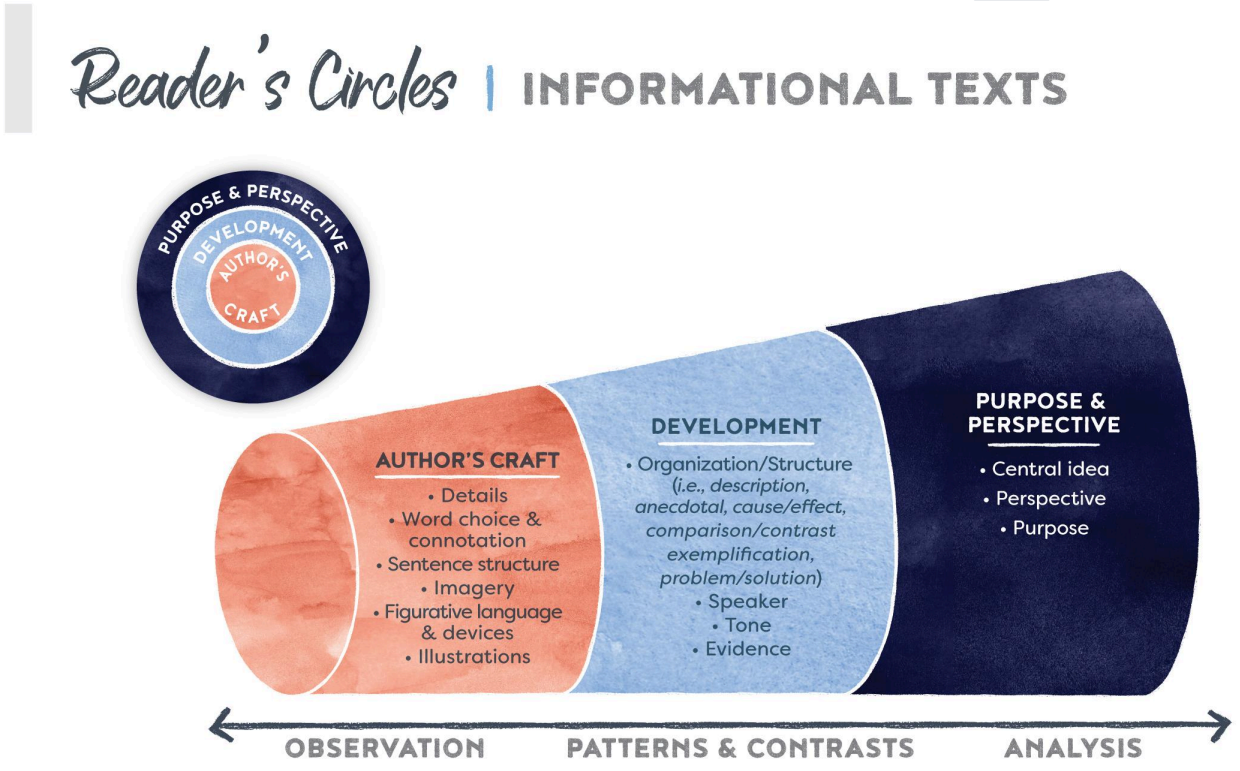
Reader's Circles

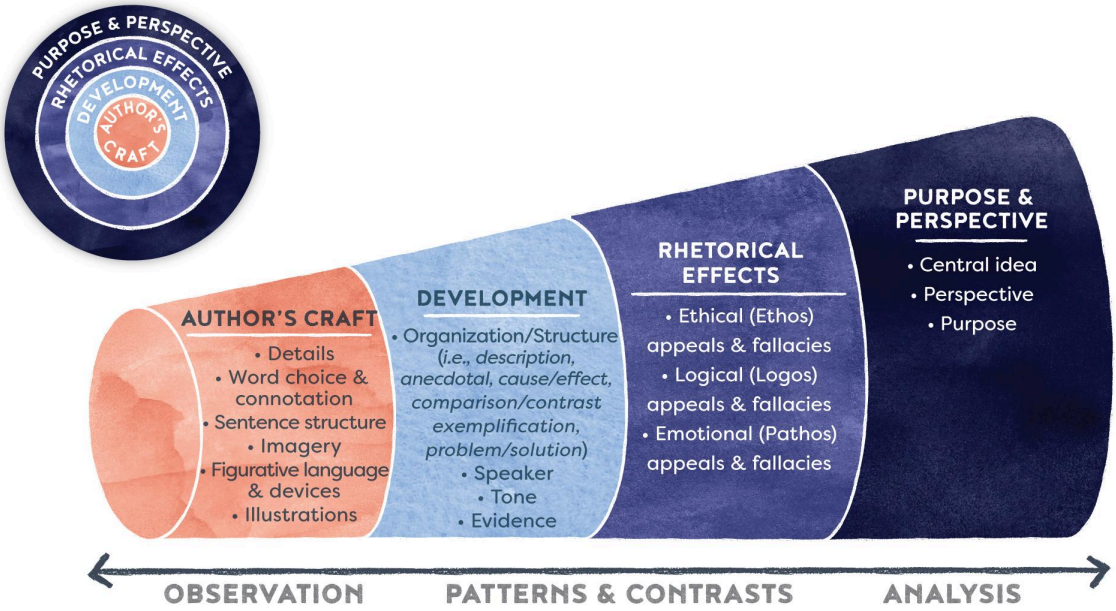
Reading is the process by which we make meaning of written words. The meaning making process is complex and happens out of sight in our brains, making it difficult to see when it is working and when it is not working. A teacher's job is to help students make meaning of text independently. While many factors contribute to making meaning, this guide will focus on a few factors that teachers can focus on to support students in making meaning from text.

The Meaning Making Process

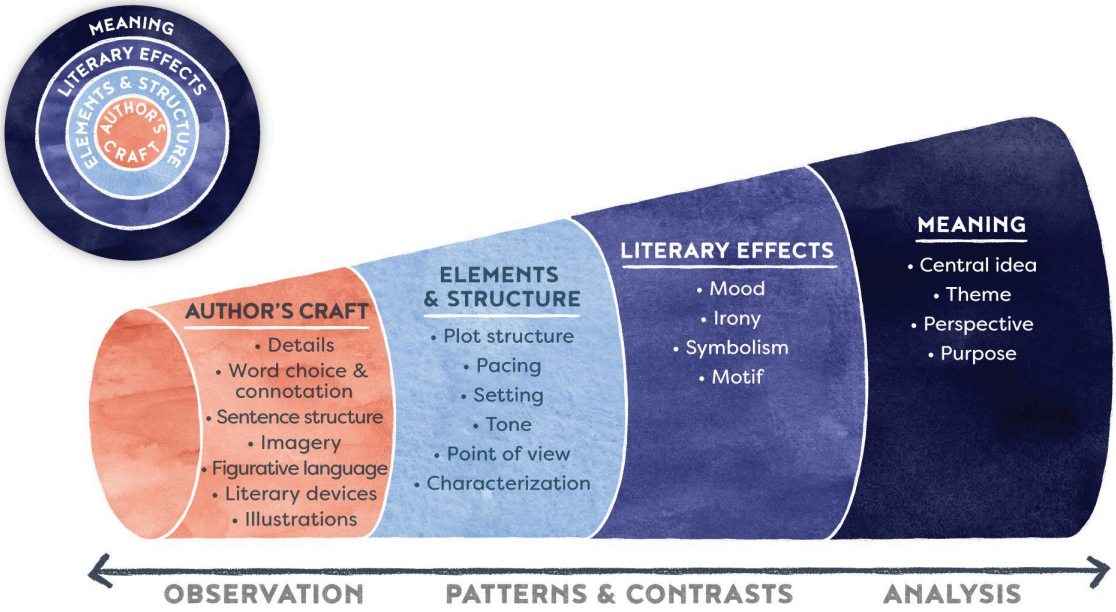
Making meaning is an interaction between what the author writes and what the reader thinks. Strong readers make connections when they read. They notice when patterns exist and use that information to predict what a character might do or say or how an author might support a claim. They think about how the parts of a text interact with each other and put the parts together to come up with the text's meaning or purpose. Strong readers also take notice when there are shifts in the text, as those contrasts signal a change in direction and develop meaning. The Reader's Circles illustrate the thinking process readers engage in when making meaning from text.



Reader's Circles | LITERARY NONFICTION



Reader's Circles | LITERARY TEXTS



Great Books: Text Exemplars

This list provides additional examples of complex grade-level texts, in addition to the texts in their high-quality curriculum, representing world, American, and Louisiana works that may be used to engage students in a volume of reading to build their knowledge of content covered in ELA or other subject areas. These texts encompass a wide range of genres, including classical literature, folktales, poetry, memoirs, essays, speeches, plays, narratives, and historical documents of various quantitative and qualitative complexities that may cross multiple grade levels.

For grades K-2, engage students in a read aloud of selected texts. As students' reading skills become more proficient throughout grade 2, transition students to independent reading.

Grade K

Text Title	Author
"At the Seaside"	Robert Louis Stevenson
Brave Irene	William Steig
Chicka Chicka Boom Boom	Bill Martin Jr. and John Archambault
Fry Bread	Kevin Noble Maillard
Have Fun, Molly Lou Melon	Patty Lovell
If I Were President	Catherine Stier
Knuffle Bunny	Mo Willems
Last Stop on Market Street	Matt de la Peña
Llama Llama Time to Share	Anna Dewdney
Native Americans	Beth Engel, Rosie McCormick, Cate Whittington
Rap A Tap Tap: Here's Bojangles–Think of That	Leo and Diane Dillon
The Tiny Seed	Eric Carle
We Have a Little Garden	Beatrix Potter
Where the Wild Things Are	Maurice Sendak

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Grade 1

Text Title	Author
A Bad Case of Stripes	David Shannon
A Place for Birds	Melissa Stewart
City Hawk: The Story of Pale Male	Meghan McCarthy
Feathers: Not Just for Flying	Melissa Stewart
I Am Enough	Grace Byers
Gilberto and the Wind	Marie Hall Ets
Lewis and Clark: Explorers of the American West	Steven Kroll
Maggie the One-Eyed Peregrine Falcon	Christie Gove-Berg
My Name is Yoon	Helen Recorvits
Once Upon a Starry Night: A Book of Constellations	Jacqueline Mitton and Christina Balit
Pierre the Penguin	Jean Marzollo
Rain Player	David Wisniewski
Seven Blind Mice	Ed Young
The Circles All Around Us	Brad Montague
The Great Fairy Tale Disaster	David Conway
The Knight and the Dragon	Tomie dePaola
The Little Red Pen	Janet Stevens and Susan Stevens
What Makes Day and Night	Franklyn M. Branley
Wonderful Nature, Wonderful You	Karin Ireland

Draft

Grade 2

Text Title	Author
A Birthday Basket for Tia	Pat Mora
Aunt Harriet's Underground Railroad in the Sky	Faith Ringgold
Emma's Poem: The Voice of the Statue of Liberty	Linda Glaser
Flat Stanley	Jeff Brown
For the Right to Learn: Malala Yousafzai's Story	Rebecca Langston-George
Grandfather's Journey	Allen Say
Imani's Moon	Janay Brown-Wood
King Midas and the Golden Touch	Charlotte Craft
Off to Class: Incredible and Unusual Schools Around the World	Susan Hughes
Papa and Me	Arthur Dorros
Pythagoras and the Ratios	Julie Ellis
Swamp Angel	Anne Isaacs
Stone Soup	Marcia Brown
The Dot	Peter H. Reynolds
The Emperor's New Clothes	Hans Christian Anderson
The Star-Spangled Banner in Translation	Elizabeth Raum
What is Pollination?	Bobbie Kalman

Draft

Grade 3

Text Title	Author
A Cricket in Times Square	George Selden
A Grain of Rice	Helena Pittman
Because of Winn-Dixie	Kate DiCamillo
Charlotte's Web	E.B. White
Chester Nez and the Unbreakable Code	Joseph Bruchac
Conjito: A Folktale from Panama	Margaret MacDonald
Giant Squid	Mary M. Cerullo and Clyde F.E. Roper
Lapin Plays Possum: Trickster Tales from the Louisiana Bayou	Sharon Arms Doucet
Louisiana Purchase	Peter Roop
Owen & Mzee: The True Story of a Remarkable Friendship	Isabella Hatkoff, Craig Hatkoff, and Paula Kahumbu
Peter Pan	J.M. Barrie
Solving the Puzzle Under the Sea	Robert Burleigh
The Classic Tales of Brer Rabbit	Don Daily and Joel Chandler Harris
The Fantastic Flying Books of Mr. Morris Lessmore	William Joyce
The Fantastic Undersea Life of Jacques Cousteau	Dan Yaccarino
"The Trickster Tricked"	Retold by S.E. Schlosser
Treasure Island	Robert Louis Stevenson
Waiting for the Biblioburro	Monica Brown
Zomo the Rabbit	Gerald McDermott

Draft

Grade 4

Text Title	Author
American Tall Tales	Mary Pope Osborne
And Then What Happened, Paul Revere?	Jean Fritz
Colonial Voices: Hear Them Speak	Kay Winters
Favorite Greek Myths	Mary Pope Osborne
George vs. George: The American Revolution As Seen From Both Sides	Rosalyn Schanzer
"How the Rhino Got His Skin"	Rudyard Kipling
Liberty! How the Revolutionary War Began	Lucille Recht Penner
Little House on the Prairie	Laura Ingalls Wilder
Mufaro's Beautiful Daughters: An African Tale	John Steptoe
"Paul Revere's Ride"	Henry Wadsworth Longfellow
Surfer of the Century: The Life of Duke Kahanamoku	Ellie Crowe
The Lightning Thief	Rick Riordan
"The Message of the Liberty Bell"	Elvira Robinson
"The New Colossus"	Emma Lazarus
The Wizard of Oz	Frank Baum
"What is a Folktale?"	Britannica Kids
Where the Red Fern Grows	Wilson Rawls
William Shakespeare and the Globe	Aliki

Draft

Grade 5

Text Title	Author
A Wrinkle in Time	Madeleine L'Engle
Adventures of Don Quixote	Argentina Palacios
All Summer Long	Hope Larson
Frindle	Andrew Clements
Giants of Science: Isaac Newton	Kathleen Krull
King Arthur and the Knights of the Round Table	Thomas Malory and Rupert S. Holland
Leonardo da Vinci: The Genius Who Defined the Renaissance	John Phillips
Letters from Rifka	Karen Hesse
Maniac Magee	Jerry Spinelli
Number the Stars	Lois Lowry
Prince Caspian	C.S. Lewis
Shutting Out the Sky	Deborah Hopkinson
The Birchbark House	Louise Erdrich
The Lion, the Witch, and the Wardrobe	C.S. Lewis
The Lion, the Witch, and the Wardrobe: One Act	Adapted by Don Quinn
The Renaissance in Europe	Lynne Elliott
The Renaissance: Patrons, Artists, and Scholars	Deborah Mazzotta Prum
Wonder	R.J. Palacio
Wonderstruck	Brian Selznick

Draft

Grade 6

Text Title	Author
A Long Walk to Water	Linda Sue Park
Bud, Not Buddy	Christopher Paul Curtis
Chains	Laurie Halse Anderson
Esperanza Rising	Pam Muñoz Ryan
George Washington's Secret Six: The Spy Ring That Saved the American Revolution (Young Reader's Ed.)	Brian Kilmeade
Hatchet	Gary Paulsen
I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Reader's Ed.)	Malala Yousafzai
Little Women	Louisa May Alcott
"Mother to Son"	Langston Hughes
My Side of the Mountain	Jean Craighead George
Out of My Mind	Sharon Draper
Out of the Dust	Karen Hesse
Roll of Thunder, Hear My Cry	Mildred Taylor
The Adventures of Tom Sawyer	Mark Twain
"The Road Not Taken"	Robert Frost
"The Story of the Lazy Boy" (A Kachari Folktale)	Rev. Sidney Endle
The Witch of Blackbird Pond	Elizabeth George Speare

Draft

Grade 7

Text Title	Author
A Christmas Carol	Charles Dickens
All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team	Christina Soontornvat
Blood on the River: James Town, 1607	Elisa Carbone
Brian's Winter	Gary Paulsen
Brown Girl Dreaming	Jacqueline Woodson
Chasing Lincoln's Killer	James L. Swanson
Fever 1793	Laurie Halse Anderson
"Give Me Liberty or Give Me Death" Speech	Patrick Henry
Guts	Gary Paulson
James and the Giant Peach	Roald Dahl
Restart	Gordan Korman
Soul Surfer	Bethany Hamilton
"The Gift of the Magi"	O. Henry
The Giver	Lois Lowry
The Hunger Games	Suzanne Collins
The Outsiders	S.E. Hinton
"The Song of Hiawatha"	Henry Wadsworth Longfellow
"The Tell-Tale Heart"	Edgar Allen Poe
Written in Bone: Buried Lives of Jamestown and Colonial Maryland	Sally M. Walker

Draft

Grade 8

Text Title	Author
"Ain't I a Woman?"	Sojourner Truth
Animal Farm	George Orwell
"Conservation as a National Duty"	Theodore Roosevelt
"Evangeline"	Henry Wadsworth Longfellow
"Flowers for Algernon" (short story)	Daniel Keyes
Freak the Mighty	Rodman Philbrick
Lord of the Flies	William Golding
Long Walk to Freedom	Nelson Mandela
Much Ado About Nothing	William Shakespeare
Nothing But the Truth	Avi
Swiss Family Robinson	Johann David Wyss
"Thank You, M'am"	Langston Hughes
The Boy Who Harnessed the Wind (Young Reader's Ed.)	Bryan Mealer and William Kamkwamba
The Call of the Wild	Jack London
The House on Mango Street	Sandra Cisneros
"The Monkey's Paw"	W.W. Jacobs
"The Raven"	Edgar Allen Poe
To Kill a Mockingbird	Harper Lee

Draft

Grades 9 – 10

Text Title	Author
A Connecticut Yankee in King Arthur's Court	Mark Twain
A Lesson Before Dying	Ernest Gaines
"A Modest Proposal"	Jonathan Swift
"Birmingham City Jail Letter"	Dr. Martin Luther King, Jr.
Canterbury Tales	Geoffrey Chaucer
Common Sense	Thomas Paine
"Danger of a Single Story"	Chimamanda Ngozi Adichie
Diary of a Young Girl	Anne Frank
Dracula	Bram Stoker
Fahrenheit 451	Ray Bradbury
"First Inaugural Address" Speech	Franklin D. Roosevelt
Frankenstein	Mary Shelly
Gulliver's Travels	Jonathan Swift
"Hope, Despair, and Memory"	Elie Wiesel
"I Have a Dream" Speech	Dr. Martin Luther King, Jr.
King Lear	William Shakespeare
Macbeth	William Shakespeare
Metamorphosis	Ovid
Migrant Mother: How a Photograph Defined the Great Depression	Dan Nardo
Night	Elie Wiesel

Draft

Text Title	Author
Our Town	Thorton Wilder
Paradise Lost	John Milton
"Pearl Harbor Address to the Nation"	Franklin D. Roosevelt
Pride and Prejudice	Jane Austen
Romeo and Juliet	William Shakespeare
Tale of Two Cities	Charles Dickens
The Count of Monte Cristo	Alexandre Dumas and Auguste Maquet
The Federalist Papers	Alexander Hamilton, James Madison, and John Jay
The Great Gatsby	F. Scott Fitzgerald
The Iliad	Homer
The Joy Luck Club	Amy Tan
The Odyssey	Homer
Walden	Henry David Thoreau

Draft

Grades 11 – 12

Text Title	Author
1984	George Orwell
All the Light We Cannot See	Anthony Doerr
All the King's Men	Robert Penn Warren
Brave New World	Aldous Huxley
"Civil Disobedience"	Henry David Thoreau
Code Name Verity	Elizabeth Wein
Confessions of St. Augustine	Augustine of Hippo
Crime and Punishment	Fyodor Dostoevsky
Democracy in America	Alexis de Tocqueville
Don Quixote	Miguel de Cervantes
Educated	Tara Westover
Hamlet	William Shakespeare
Heart of Darkness	Joseph Conrad
Henry V	William Shakespeare
"I Hear America Singing"	Walt Whitman
In the Time of the Butterflies	Julia Alverez
Jane Eyre	Charlotte Bronte
My Antonia	Willa Cather
"My Last Duchess"	Robert Browning
"O Captain, My Captain"	Walt Whitman
Pygmalion	George Bernard Shaw

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Text Title	Author
The Alchemist	Paulo Coelho
The Divine Comedy	Dante Alighieri
The Importance of Being Earnest	Oscar Wilde
"The Monroe Doctrine"	James Monroe and John Quincy Adams
The Tempest	William Shakespeare
"The Yellow Wallpaper"	Charlotte Perkins Gilman
"Second Inaugural Address"	Abraham Lincoln
The Adventures of Huckleberry Finn	Mark Twain
The Red Badge of Courage	Stephen Crane
The Scarlet Letter	Nathaniel Hawthorne
Their Eyes Were Watching God	Zora Neale Hurston
Two Treatises of Government	John Locke
Wuthering Heights	Emily Bronte

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Appendix

Science/Social Studies/Technical Literacy Standards

The Science/Social Studies/Technical Literacy Standards were not included in the standards revision process. These standards are necessary to extend literacy into these content areas.

Reading Standards for Literacy in History/Social Studies 6–8

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

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6–8

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text, distinct from prior knowledge or opinions.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

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5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text

Integration of Knowledge and Ideas

7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–8

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

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
    a. Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.
    b. Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.
    d. Establish and maintain a formal style.
    e. Provide a concluding section that follows from and supports the argument presented
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
    a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
    b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
    c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    e. Establish and maintain a formal style and objective tone.
    f. Provide a concluding section that follows from and supports the information or explanation presented.
3. (See note; not applicable as a separate requirement)

Production and Distribution of Writing

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

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5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

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

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

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Reading Standards for Literacy in History/Social Studies 9 - 10

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

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 9–10

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Draft

Integration of Knowledge and Ideas

7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 9–10

The standards below begin at grade 9; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations — the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
    a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence.
    b. Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
    c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
    a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
    b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
    d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
    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 section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Draft

3. (See note; not applicable as a separate requirement)

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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.
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.
9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

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

Draft

Reading Standards for Literacy in History/Social Studies 11–12

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

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in various formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 11–12

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

Draft

6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in various formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-workplace/postsecondary text complexity independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11–12

The standards below are for Grades 11 and 12; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations — the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
    a. Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences the claims, counterclaims, reasons, and evidence.
    b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
    c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
    a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful in aiding comprehension.
    b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Draft

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e. Provide a concluding section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

3. (See note; not applicable as a separate requirement)

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

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.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

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

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

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