NORTH DAKOTA ENGLISH LANGUAGE ARTS & LITERACY CONTENT STANDARDS

Grades K–12

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DRAFT ONE

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Key Design Considerations

Grade-specific standards

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

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

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

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

A focus on results rather than means

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

An integrated model of literacy

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

Research and media skills blended into the Standards as a whole

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

Shared responsibility for students' literacy development

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

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and

workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

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

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress.* Washington, DC: U.S. Government Printing Office.

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

Grade	To persuade	To explain	To convey experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

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

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

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

[1] The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.
[2] As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

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

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

What is Not Covered by the Standards

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

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

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

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

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

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

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for the use of Braille, screen-reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language.

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

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

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

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

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

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

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

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

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

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

How to Read This Document

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

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

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found on the right side of the full strand title.

An overview of the format of the North Dakota standards is shown on the following page.

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

Strand

Strand

Reading Standards for Literature RL

Kindergarten		Grade 1	Grade 2
Key Ideas and Details			
Code	Standard		
RL.1	With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2	Wi[illegible]rt, retell familiar stories, inc[illegible]	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.3	With prompting and support, identify characters, settings, and major events in a story.	Describe charact[illegible] in a story, using key de[illegible]	Describe how characters in a story respond to major events and challenges.
Craft and Structure			
Code	Standard		
RL.4	Ask and answer questions about unknown words in a text.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.5	Recog[illegible]xts (e.g., storybo[illegible]	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Identify who is telling the story at various points in a text.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Code for Anchor

Grade-by-grade standards

K–12 Clusters

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

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

Writing: Text types, responding to reading, and research

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

Speaking and Listening: Flexible communication and collaboration

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

Language: Conventions, effective use, and vocabulary

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

North Dakota English Language Arts and Literacy Standards, Grades K–5

College and Career Readiness Anchor Standards for Reading

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

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

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

Reading Standards for Literature RL

Kindergarten		Grade 1	Grade 2
Key Ideas and Details			
Code	Standard		
RL.1	With prompting and support, ask and answer questions about key/supporting details in a text before, during, and after reading.	Ask and answer questions about key/supporting details in a text before, during, and after reading.	Ask and answer w*ho, what, where, when, why,* and *how* questions to demonstrate understanding of key/supporting details in a text before, during, and after reading.
RL.2	With prompting and support, retell familiar stories, including key/supporting details.	Retell stories, including key/supporting details, and demonstrate understanding of their central or main idea. *Central Idea = synonymous with main idea.*	Recount stories, from a variety of genres and diverse cultures, and determine their central message, lesson, or moral. *Central message = can be theme, can be a moral or a specific kind of lesson to be learned.*
RL.3	With prompting and support, identify characters, settings, and major events in a story.	Describe characters, settings, and major events in a story, using key/supporting details.	Describe how characters in a story respond to major events and challenges.
Craft and Structure			
Code	Standard		
RL.4	Ask and answer questions about unknown words in a story or poem.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.5	Recognize common types of texts (e.g., storybooks, poems, fairy tales, and nursery rhymes with a focus on beginning middle, and end).	Explain the differences between fiction and nonfiction text using a wide range of text types.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Identify who is telling the story at various points in a text.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas			
Code	Standard		

Kindergarten		Grade 1	Grade 2
RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.8	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

Kindergarten		Grade 1	Grade 2
Integration of Knowledge and Ideas, continued			
Code	Standard		
RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity			
Code	Standard		
RL.10	Actively engage in group reading activities with purpose and understanding.[3]	With prompting and support, read prose and poetry on grade level[3] proficiently and independently with scaffolding[4] as needed.	By the end of the year, read and comprehend literature, including stories and poetry on grade level[3] proficiently and independently with scaffolding[4] as needed.

[3] Grade-level reading level correlation chart is under construction and will be included at a later date.
[4] Scaffolding strategies may include building background knowledge, making textual connections, and recreational reading initiatives.

Reading Standards for Informational Text RI

Kindergarten		Grade 1	Grade 2
Key Ideas and Details			
Code	Standard		
RI.1	With prompting and support, ask and answer questions about key/supporting details in a text.	Ask and answer questions about key/supporting details in a text.	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key/supporting details in a text.
RI.2	With prompting and support, identify the main topic and retell key/supporting details of a text.	Identify the main topic and retell key/supporting details of a text.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure			
Code	Standard		
RI.4	With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
RI.5	Identify the front cover, back cover, and title page of a book.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.6	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Distinguish between information provided by photographs or other illustrations and information provided by the words in a text.	Identify the main purpose of a text, including the author's point of view, explanation, or description.

Kindergarten		Grade 1	Grade 2
Integration of Knowledge and Ideas			
Code	Standard		
RI.7	With prompting and support, describe the relationship between photographs or illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Use the photographs or illustrations and details in a text to describe its key ideas.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.8	With prompting and support, identify the reasons an author gives to support points in a text.	Identify the reasons an author gives to support points in a text.	Describe how reasons support specific points the author makes in a text.
RI.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast the most important points presented by two texts on the same topic.

Kindergarten		Grade 1	Grade 2
Range of Reading and Level of Text Complexity			
Code	Standard		
RI.10	Actively engage in group reading activities with purpose and understanding.[5]	With prompting and support, proficiently read informational texts on grade leve[5] with scaffolding[6] as needed.	Proficiently read and comprehend informational texts, including history/social studies, science, and technical texts on grade level[5] with scaffolding[6] as needed.

[5] Grade-level reading level correlation chart is under construction and will be included at a later date.
[6] Scaffolding strategies may include building background knowledge, making textual connections, and recreational reading initiatives.

Kindergarten		Grade 1
Print Concepts[7]		
Code	Standard	
RF.1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness[7]		
Code	Standard	
RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words.[8] d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[9] (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	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).

[7] Standards 1–2 (Print Concepts and Phonological Awareness) are found in Grades K–1 only.
[8] Onsets and consonants that precede the initial vowel in a one syllable word; rimes are any vowels and consonants that follow the onset. Words with onsets and rimes include: /c/ /at/, /d/ /og/, /l/ /ike/, /sh/ /ut/.
[9] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills RF

Kindergarten		Grade 1	Grade 2
Phonics and Word Recognition			
Code	Standard		
RF.3	Know and apply grade-level 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 the common spellings (graphemes) for the five major vowels.[10] c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds.[11] d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency			
Code	Standard		
RF.4	Read with sufficient accuracy and fluency to support comprehension.[12] a. Read grade level text with purpose and understanding. b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Read with sufficient accuracy and fluency to support comprehension.[12] a. Read grade level text with purpose and understanding. b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read with sufficient accuracy and fluency to support comprehension.[12] a. Read grade level text with purpose and understanding. b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[10] Long vowel sounds such as those in CVCe (consonant, vowel, consonant, silent e) words (e.g., “made”).
[11] Common vowel teams include: ai, ay, ee, ea, oa.
[12] Grade-level reading level correlation chart is under construction and will be included at a later date.

Grade 3		Grade 4	Grade 5
Key Ideas and Details			
Code	Standard		
RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers.	Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text.
RL.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine a theme of a story (e.g. myth), dramas, or poems from details in the text; summarize the text.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	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).	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure			
Code	Standard		
RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the allusions[13] in meaning of words and phrases as they are used in a text, including significant characters found in mythology.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.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.	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.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

[13] An allusion is a reference of things commonly talked about in society. For example: Midas touch, Herculean effort, Pinocchio's nose, Pandora's box, Achilles's heel, Trojan horse, Scrooge, Jekyll and Hyde, Cinderella, and Einstein

Grade 3		Grade 4	Grade 5
RL.6	Distinguish their own point of view from that of the narrator or those of the characters.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Describe how a narrator's or speaker's point of view influences how events are described.

Grade 3		Grade 4	Grade 5
Integration of Knowledge and Ideas			
Code	**Standard**		
RL.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).	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text (e.g. book, movie, play, poetry, song).	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.8	Not applicable to literature	Not applicable to literature	Not applicable to literature
RL.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).	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity			
Code	**Standard**		
RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level[14] independently and proficiently with scaffolding[15] as needed.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level[14] independently and proficiently with scaffolding[15] as needed.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level[14] independently and proficiently with scaffolding[15] as needed.

[14] Correlation chart is under construction and will be included at a later date.
[15] Scaffolding strategies may include building background knowledge, making textual connections, and recreational reading initiatives.

Grade 3		Grade 4	Grade 5
Key Ideas and Details			
Code	Standard		
RI.1	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text.
RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.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.	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.	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			
Code	Standard		
RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.*	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.[16]	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.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.6	Distinguish their own point of view from that of the author of a text.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

[16] See “text features” in the glossary. Text features include title, illustrations, captions, diagrams, labels, timelines, headings, subheadings, graphics, tables, conventions of print, table-of-contents, index, glossary, italics, and cross-sections

Reading Standards for Informational Text RI

Grade 3		Grade 4	Grade 5
Integration of Knowledge and Ideas			
Code	Standard		
RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	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			
Code	Standard		
RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level[17] independently and proficiently with scaffolding[18] as needed.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level[17] independently and proficiently with scaffolding[18] as needed.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level[17] independently and proficiently with scaffolding[18]as needed.

[17] Grade-level reading level correlation chart is under construction and will be included at a later date.
[18] Scaffolding strategies may include building background knowledge, making textual connections, and recreational reading initiatives.

Grade 3		Grade 4	Grade 5
Phonics and Word Recognition			
Code	Standard		
RF.3[19]	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency			
Code	Standard		
RF.4	Read with sufficient accuracy and fluency to support comprehension.[20] a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read with sufficient accuracy and fluency to support comprehension.[20] a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read with sufficient accuracy and fluency to support comprehension.[20] a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[19] Standards 1–2 in the Reading Foundations section apply to Grades K–1 only

[20] Grade-level reading level correlation chart is under construction and will be included at a later date.

College and Career Readiness Anchor Standards for Writing

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

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

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

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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

Note on range and content of student writing

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

*These broad types of writing include many subgenres. See Appendix A pages 23–25 for definitions of key writing types.

Kindergarten		Grade 1	Grade 2
Text Types and Purposes			
Code	Standard		
W.1	Write opinion pieces using a combination of drawing and writing. a. Tell a reader the topic or the name of the book they are writing about. b. State an opinion or preference about the topic or book (e.g., *My favorite book is* …).	Write opinion pieces on familiar topics or text, supporting a point of view with a reason. a. Introduce the topic or name the book they are writing about. b. State an opinion. c. Supply a reason for the opinion. d. Provide some sense of closure.	Write opinion pieces. a. Introduce the topic or book they are writing about. b. State an opinion. c. Supply reasons that support the opinion. d. Use linking words (e.g., *because, and, also*) to connect opinion and reasons. e. Provide a concluding statement or section.
W.2	Write informative/explanatory texts using a combination of drawing and writing. a. Name what they are writing about. b. Supply some information about the topic.	Write informative/explanatory texts. a. Name a topic. b. Supply some facts about the topic. c. Provide some sense of closure.	Write informative/explanatory texts. a. Introduce a topic. b. Use facts and definitions to develop points. c. Use transitional words when appropriate. d. Provide a concluding statement or section.
W.3	Write narratives using a combination of drawing, and writing. a. Narrate a single event or several loosely linked events. b. Tell about the events in the order in which they occurred. c. Provide a reaction to what happened.	Write narratives. a. Recount two or more appropriately sequenced events. b. Include some details regarding what happened. c. Use transitional words to signal event order. d. Provide some sense of closure.	Write narratives. a. Recount a well-elaborated event or short sequence of events. b. Include details, elaborated or short sequence of events to describe actions, thoughts, and feelings. c. Use transitional words to signal event order. d. Provide a sense of closure.

Production and Distribution of Writing			
Code	Standard		
W.4	(Begins in grade 3)[21]	(Begins in grade 3)[21]	(Begins in grade 3)[21]
W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	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.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

[21] Students at this age may produce writing in which development and organization are appropriate to a task and purpose, with guidance and support from adults. Grade-specific expectations for writing types are defined in standards 1–3 above.

Kindergarten		Grade 1	Grade 2
Research to Build and Present Knowledge			
Code	Standard		
W.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and record information learned).	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from provided sources to answer a question.
W.9	(Begins in grade 4)	(Begins in grade 4)	(Begins in grade 4)
Range of Writing			
Code	Standard		
W.10	(Begins in grade 3)	(Begins in grade 3)	(Begins in grade 3)

Grade 3		Grade 4	Grade 5
Text Types and Purposes			
Code	Standard		
W.1	Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use transitional words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using transitional words and phrases (e.g., *for instance, in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using transitional words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to the opinion presented.
W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use transitional words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using transitional 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.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using transitional words, phrases, and clauses (e.g., *in contrast, especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

Grade 3		Grade 4	Grade 5
Text Types and Purposes			
Code	Standard		
W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use transitional words and phrases to signal event order. d. Provide a sense of closure.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing			
Code	Standard		
W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)	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.)	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.)
W.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.)	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.)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
W.6	With guidance and support from adults, use technology, including the Internet, to produce and publish grade-level	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.[22]	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.[22]

Grade 3	Grade 4	Grade 5
writing using keyboarding skills/digital tools as well as to interact and collaborate with others.[22] Grade-specific expectations for writing types are defined in standards 1–3.)	Grade-specific expectations for writing types are defined in standards 1–3.	Grade-specific expectations for writing types are defined in standards 1–3.

[22] Keyboarding does not have to happen in the ELA classroom.

Grade 3		Grade 4	Grade 5
Research to Build and Present Knowledge			
Code	Standard		
W.7	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.9	(Begins in grade 4)	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]."). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
Range of Writing			
Code	Standard		
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

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

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Kindergarten		Grade 1	Grade 2
Comprehension and Collaboration			
Code	Standard		
SL.1	Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key/supporting details and requesting clarification if something is not understood.	Ask and answer questions about key/supporting details in a text read aloud or information presented orally or through other media and requesting clarification if something is not understood.	Recount or describe the main idea and key/supporting details from a text read aloud or information presented orally or through media.
SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas			
Code	Standard		
SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Tell a story or recount an experience with appropriate facts and relevance, descriptive details, speaking audibly in coherent sentences.
SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Grade 3		Grade 4	Grade 5
Comprehension and Collaboration			
Code	Standard		
SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Identify the reasons and evidence a speaker provides to support particular points.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Grade 3		Grade 4	Grade 5
Presentation of Knowledge and Ideas			
Code	Standard		
SL.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

College and Career Readiness Anchor Standards for Language

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

Conventions of Standard English[23]

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

Vocabulary Acquisition and Use

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

Note on range and content of student language use

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

[23] See the language skill sequence charts (Appendix A) for L1 and L2 and the progressive language chart for L3 for skills that progress over time.

Kindergarten		Grade 1
Conventions of Standard English		
Code	Standard	
L.1[24]	**Within the context of authentic English writing[25] and speaking…** **Introduce:** a. Upper- and lowercase letters. b. Use question words (interrogatives). c. Produce complete sentences in shared language activities. d. Common and proper nouns. e. Use frequently occurring adjectives. f. Use articles. g. Use frequently occurring conjunctions (and, or, but). h. Use prepositions.	**Within the context of authentic English writing[25] and speaking…** **Introduce:** a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. b. Correctly use common homophones (e.g., to, too, two; there, their). c. Ensure subject verb-agreement. d. Produce compound sentences. e. Use singular and plural nouns with matching verbs in basic sentences (simple subject/verb agreement). f. Use regular plural nouns orally by adding /s/ or /es/. g. Form and use regular and irregular plural nouns. h. Form and use the simple verb tenses (e.g., I walked, I walk; I will walk). i. Use personal, possessive, and indefinite pronouns. j. Use adjectives depending on what is to be modified. k. Use demonstratives (that, those, these, this). **Practice:** l. Use question words (interrogatives). m. Produce complete sentences in shared language activities. n. Common and proper nouns. o. Use frequently occurring adjectives. p. Use articles. **Display proficiency in:** q. Upper and lower case letters. r. Use frequently occurring conjunctions (and, or, but). s. Use prepositions.

[24] See Appendix A for the language skills sequence charts for skills that progress over time.
[25] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

Grade 2

Conventions of Standard English

Code	Standard
L.1[26]	**Within the context of authentic English writing[27] and speaking…** **Introduce:** a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. b. Use collective nouns. c. Use abstract nouns (e.g., childhood). d. Use possessive nouns. e. Form and use the past tense of frequently occurring irregular verbs. f. Use verbs to convey a sense of past, present, and future. g. Form and use regular and irregular verbs. h. Use reflexive pronouns (e.g., myself, ourselves). i. Form and use comparative and superlative adjectives and choose between them depending on what is to be modified. j. Use adverbs depending on what is to be modified. k. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified. l. Use coordinating and subordinating conjunctions. m. Use and explain interjections. n. Resolve issues of complex of contested usage, consulting reliable references as needed. **Practice:** o. Correctly use common homophones (e.g., to, too, two; there, their). p. Ensure subject verb-agreement. q. Produce compound sentences. r. Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement). s. Use regular plural nouns orally by adding /s/ or /es/. t. Form and use regular and irregular plural nouns. u. Use demonstratives (that, those, these, this). **Demonstrate proficiency in:** v. Use question words (interrogatives). w. Produce complete sentences in shared language activities. x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. y. Common and proper nouns. z. Form and use the simple verb tenses (e.g., I walked, I walk; I will walk). aa. Use personal, possessive, and indefinite pronouns. bb. Use frequently occurring adjectives. cc. Use articles. dd. Use adjectives depending on what is to be modified. **Continually use and practice:** ee. Upper and lower case letters. ff. Use frequently occurring conjunctions (and, or, but). gg. Use prepositions.

[26] See Appendix A for the language skills sequence charts for skills that progress over time.
[27] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

Kindergarten		Grade 1
Conventions of Standard English		
Code	Standard	
L.2[28]	**Within the context of authentic English writing[25] and speaking…** **Introduce:** a. Recognize and name end punctuation. b. Use end punctuation for sentences. c. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. d. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. e. Use conventional spelling for high-frequency and other studied words. f. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). **Display proficiency in:** a. Capitalize the first word in a sentence and the pronoun. b. Write a letter or letters for most consonant and short-vowel sounds (phonemes). c. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Within the context of authentic English writing[25] and speaking…** **Introduce:** a. Capitalize dates and names of people. b. Use commas in dates and to separate single words in a series. c. Capitalize holidays, product names, and geographic names. d. Use commas in greetings and closings of letters. e. Use an apostrophe to form contractions and frequently occurring possessives. f. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*). g. Capitalize important words in titles. h. Form and use possessives. i. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). j. Use punctuation to separate items in a series. **Practice:** k. Use end punctuation for sentences. l. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. m. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. n. Use conventional spelling for high-frequency and other studied words. o. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) **Display proficiency in:** p. Recognize and name end punctuation. **Continually use and practice:** q. Capitalize the first word in a sentence and the pronoun. r. Write a letter or letters for most consonant and short-vowel sounds (phonemes). s. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

[28] See Appendix A for the language skills sequence charts for skills that progress over time.

Grade 2

Conventions of Standard English

Code	Standard
L.2[29]	**Within the context of authentic English writing[30] and speaking…**

Introduce:

a. Use commas in addresses.
b. Use commas and quotation marks in dialogue.
c. Use commas and quotation marks to mark direct speech and quotations from a text.
d. Use a comma before a coordinating conjunction in a compound sentence.
e. Use a comma to separate an introductory element from the rest of a sentence.
f. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?)
g. Use underlining, quotation marks, or italics to indicate titles of works.

Practice:

h. Use commas in greetings and closings of letters.
i. Use an apostrophe to form contractions and frequently occurring possessives.
j. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).
k. Form and use possessives.
l. Use conventional spelling for high-frequency and other studied words.
m. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).
n. Use punctuation to separate items in a series.
o. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

Display proficiency in:

p. Capitalize dates and names of people.
q. Use end punctuation for sentences.
r. Use commas in dates and to separate single words in a series.
s. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
t. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
u. Capitalize holidays, product names, and geographic names.
v. Capitalize important words in titles.

Continually use and practice:

w. Capitalize the first word in a sentence and the pronoun.
x. Recognize and name end punctuation.
y. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
z. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

[29] See Appendix A for the language skills sequence charts for skills that progress over time.
[30] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

Kindergarten		Grade 1	Grade 2
Knowledge of Language			
Code	Standard		
L.3	(Begins in grade 2)	(Begins in grade 2)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English (e.g., presentation vs. conversation style).
Vocabulary Acquisition and Use			
Code	Standard		
L.4	With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looked, looking*). *looks*	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.5	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

Kindergarten	Grade 1	Grade 2
d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	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.	

Kindergarten		Grade 1	Grade 2
Vocabulary Acquisition and Use, continued			
Code	Standard		
L.6	Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Grade 3

Conventions of Standard English

Code	Standard
L.1[31]	**Within the context of authentic English writing[32] and speaking…** **Introduce:** a. Produce complex and compound-complex sentences. b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. c. Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses. d. Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions. e. Form and use prepositional phrases. **Practice:** f. Ensure subject verb-agreement. g. Produce compound sentences. h. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. i. Use regular plural nouns orally by adding /s/ or /es/. j. Form and use regular and irregular plural nouns. k. Use abstract nouns (e.g., childhood). l. Use possessive nouns. m. Form and use regular and irregular verbs. n. Form and use comparative and superlative adjectives and choose between them depending on what is to be modified. o. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified. p. Use coordinating and subordinating conjunctions. q. Resolve issues of complex of contested usage, consulting reliable references as needed. **Demonstrate proficiency in:** r. Correctly use common homophones (e.g., to, too, two; there, their). s. Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement). t. Use collective nouns. u. Form and use the past tense of frequently occurring irregular verbs. v. Use verbs to convey a sense of past, present, and future. w. Use reflexive pronouns (e.g., myself, ourselves). x. Use demonstratives (that, those, these, this) y. Use adverbs depending on what is to be modified. z. Use and explain interjections. **Continually use and practice:** aa. Upper and lower case letters. bb. Use question words (interrogatives) cc. Produce complete sentences in shared language activities. dd. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ee. Common and proper nouns. ff. Form and use the simple verb tenses (e.g., I walked, I walk; I will walk). gg. Use personal, possessive, and indefinite pronouns. hh. Use frequently occurring adjectives. ii. Use articles. jj. Use adjectives depending on what is to be modified. kk. Use frequently occurring conjunctions (and, or, but). ll. Use prepositions.

[31] See Appendix A for the language skills sequence charts for skills that progress over time.
[32] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

Grade 4

Conventions of Standard English

Code	Standard
L.1[33]	**Within the context of authentic English writing[34] and speaking…** **Introduce:** a. Rearrange complete simple and compound sentences of a variety of lengths. b. Ensure pronoun-antecedent agreement. c. Explain and use linking verbs. d. Use verb tense to convey various times and sequences. e. Use relative pronouns (*who, whose, whom, which, that*). f. Use relative adverbs (*where, when, why*). g. Use correlative conjunctions (e.g., either/or, neither/nor). **Practice:** h. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. i. Produce complex and compound-complex sentences. j. Use possessive nouns. k. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. l. Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses. m. Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions. n. Resolve issues of complex of contested usage, consulting reliable references as needed. **Demonstrate proficiency in:** o. Ensure subject verb-agreement. p. Produce compound sentences. q. Use regular plural nouns orally by adding /s/ or /es/. r. Form and use regular and irregular plural nouns. s. Use abstract nouns (e.g., childhood). t. Form and use regular and irregular verbs. u. Form and use comparative and superlative adjectives and choose between them depending on what is to be modified. v. Explain the function of an adjective. **Continually use and practice:** aa. Upper and lower case letters. bb. Use question words (interrogatives). cc. Produce complete sentences in shared language activities. dd. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ee. Correctly use common homophones (e.g., to, too, two; there, their). ff. Common and proper nouns. gg. Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement). hh. Use collective nouns. ii. Form and use the simple verb tenses (e.g., I walked, I walk; I will walk). jj. Form and use the past tense of frequently occurring irregular verbs. kk. Use verbs to convey a sense of past, present, and future. ll. Use personal, possessive, and indefinite pronouns. mm. Use reflexive pronouns (e.g., myself, ourselves). nn. Use frequently occurring adjectives. oo. Use articles. pp. Use adjectives depending on what is to be modified. qq. Use demonstratives (that, those, these, this) rr. Use adverbs depending on what is to be modified. ss. Use frequently occurring conjunctions (and, or, but). tt. Use prepositions. uu. Use and explain interjections.

[33] See Appendix A for the language skills sequence charts for skills that progress over time.
[34] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

w. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
x. Use coordinating and subordinating conjunctions.
y. Explain the function of coordinating conjunctions.
z. Form and use prepositional phrases.

Grade 5

Conventions of Standard English

Code	Standard
L.1[35]	**Within the context of authentic English writing[36] and speaking…**

Practice:

a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
b. Produce complex and compound-complex sentences.
c. Rearrange complete simple and compound sentences of a variety of lengths.
d. Ensure pronoun-antecedent agreement.
e. Explain and use linking verbs.
f. Use verb tense to convey various times and sequences.
g. Use relative pronouns (*who, whose, whom, which, that*).
h. Use relative adverbs (*where, when, why*).
i. Use correlative conjunctions (e.g., either/or, neither/nor).
j. Resolve issues of complex of contested usage, consulting reliable references as needed.

Demonstrate proficiency in:

k. Use possessive nouns.
l. Explain the function of a noun.
m. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
n. Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.
o. Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.
p. Explain the function of a verb.

Continually use and practice:

q. Upper and lower case letters.
r. Use question words (interrogatives).
s. Produce complete sentences in shared language activities.
t. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
u. Correctly use common homophones (e.g., to, too, two; there, their).
v. Ensure subject verb-agreement.
w. Produce compound sentences.
x. Common and proper nouns.

Continually use and practice (continued):

z. Use collective nouns.
aa. Use regular plural nouns orally by adding /s/ or /es/.
bb. Form and use regular and irregular plural nouns.
cc. Use abstract nouns (e.g., childhood).
dd. Form and use the simple verb tenses (e.g., I walked, I walk; I will walk).
ee. Form and use the past tense of frequently occurring irregular verbs.
ff. Use verbs to convey a sense of past, present, and future.
gg. Form and use regular and irregular verbs.
hh. Use personal, possessive, and indefinite pronouns.
ii. Use reflexive pronouns (e.g., myself, ourselves).
jj. Use frequently occurring adjectives.
kk. Use articles.
ll. Use adjectives depending on what is to be modified.
mm. Use demonstratives (that, those, these, this).
nn. Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
oo. Explain the function of an adjective.
pp. Use adverbs depending on what is to be modified.
qq. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
rr. Use frequently occurring conjunctions (and, or, but).
ss. Use coordinating and subordinating conjunctions.
tt. Explain the function of coordinating conjunctions.
uu. Use prepositions.
vv. Form and use prepositional phrases.
ww. Use and explain interjections.

[35] See Appendix A for the language skills sequence charts for skills that progress over time.
[36] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

y. Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).

Language Standards

Grade 3		Grade 4
Conventions of Standard English		
Code	Standard	
L.2[37]	**Within the context of authentic English writing and speaking…** **Practice:** a. Use commas and quotation marks in dialogue. b. Form and use possessives. c. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). d. Use commas and quotation marks to mark direct speech and quotations from a text. e. Use a comma before a coordinating conjunction in a compound sentence. f. Use punctuation to separate items in a series. g. Use a comma to separate an introductory element from the rest of a sentence. h. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?). i. Use underlining, quotation marks, or italics to indicate titles of works. j. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). **Display proficiency in:** k. Use commas in greetings and closings of letters. l. Use an apostrophe to form contractions and frequently occurring possessives. m. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*). n. Use commas in addresses. o. Use conventional spelling for high-frequency and other studied words. **Continually use and practice:** p. Capitalize the first word in a sentence and the pronoun. q. Recognize and name end punctuation. r. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	**Within the context of authentic English writing and speaking…** **Practice:** a. Use commas and quotation marks in dialogue. b. Form and use possessives. c. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). d. Use a comma to separate an introductory element from the rest of a sentence. e. Use underlining, quotation marks, or italics to indicate titles of works. f. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). **Display proficiency in:** g. Use commas and quotation marks to mark direct speech and quotations from a text. h. Use a comma before a coordinating conjunction in a compound sentence. i. Use punctuation to separate items in a series. j. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?). **Continually use and practice:** k. Capitalize the first word in a sentence and the pronoun. l. Recognize and name end punctuation. m. Write a letter or letters for most consonant and short-vowel sounds (phonemes). n. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. o. Capitalize dates and names of people. p. Use end punctuation for sentences. q. Use commas in dates and to separate single words in a series. r. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

[37] See Appendix A for the language skills sequence charts for skills that progress over time.

s. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
t. Capitalize dates and names of people.
u. Use end punctuation for sentences.
v. Use commas in dates and to separate single words in a series.
w. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
x. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
y. Capitalize holidays, product names, and geographic names.
z. Capitalize important words in titles.

s. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
t. Capitalize holidays, product names, and geographic names.
u. Use commas in greetings and closings of letters.
v. Use an apostrophe to form contractions and frequently occurring possessives.
w. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).
x. Capitalize important words in titles.
y. Use commas in addresses.
z. Use conventional spelling for high-frequency and other studied words.

Language Standards L

Grade 5

Conventions of Standard English

Code	Standard
L.2[38]	**Within the context of authentic English writing and speaking…** **Practice:** a. Use commas and quotation marks in dialogue. b. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). c. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). **Display proficiency in:** d. Form and use possessives. e. Use correct capitalization overall. f. Use a comma to separate an introductory element from the rest of a sentence. g. Use underlining, quotation marks, or italics to indicate titles of works. **Continually use and practice:** h. Capitalize the first word in a sentence and the pronoun. i. Recognize and name end punctuation. j. Write a letter or letters for most consonant and short-vowel sounds (phonemes). k. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. l. Capitalize dates and names of people. m. Use end punctuation for sentences. n. Use commas in dates and to separate single words in a series. o. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

[38] See Appendix A for the language skills sequence charts for skills that progress over time.

p. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
q. Capitalize holidays, product names, and geographic names.
r. Use commas in greetings and closings of letters.
s. Use an apostrophe to form contractions and frequently occurring possessives.
t. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).
u. Capitalize important words in titles.
v. Use commas in addresses.
w. Use conventional spelling for high-frequency and other studied words.
x. Use commas and quotation marks to mark direct speech and quotations from a text.
y. Use a comma before a coordinating conjunction in a compound sentence.
z. Use punctuation to separate items in a series.
aa. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?).

Grade 3		Grade 4	Grade 5
Knowledge of Language			
Code	Standard		
L.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.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	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			
Code	Standard		
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Grade 3		Grade 4	Grade 5
Vocabulary Acquisition and Use, continued			
Code	Standard		
L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation).	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Language Progressive Skills, by Grade

The following skills from the Language Standard 3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standards	Grade level							
	3	4	5	6	7	8	9–10	11–12
L.3.3a. Choose words and phrases for effect.								
L.4.3a. Choose words and phrases to convey ideas precisely.								
L.4.3b. Choose punctuation for effect.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.								
L.6.3b. Maintain consistency in style and tone.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								

North Dakota English Language Arts Standards, Grades 6–12

College and Career Readiness Anchor Standards for Reading

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

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

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

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

Grade 6		Grade 7	Grade 8
Key Ideas and Details			
Code	Standard		
RL.1	Read closely and cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Read closely and cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Read closely and cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective (exclusive from personal opinions or judgments) summary of the text.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Analyze how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact (e.g., how setting shapes the characters or plot).	Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or prompt a decision.
Craft and Structure			
Code	Standard		
RL.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. (Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm, etc.)	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm, etc.)	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. (Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm, etc.)
RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Analyze how an entire text's form or structure (e.g. short story, drama, poem) contributes to its meaning.	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 6		Grade 7	Grade 8
RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.

Grade 6		Grade 7	Grade 8
Integration of Knowledge and Ideas			
Code	Standard		
RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.8	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)
RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is reimagined or made new.
Range of Reading and Level of Text Complexity			
Code	Standard		
RL.10	By the end of grade 6, read and comprehend grade-level[39] appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding[40] as needed.	By the end of grade 7, read and comprehend grade-level[39] appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding[40] as needed.	By the end of grade 8, read and comprehend grade-level[39] appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding[40] as needed.

[39] Grade-level reading level correlation chart is under construction and will be included at a later date.
[40] Scaffolding strategies may include building background knowledge, making textual connections, and recreational reading initiatives.

Grade 6		Grade 7	Grade 8
Key Ideas and Details			
Code	Standard		
RI.1	Read closely and cite textual evidence (e.g. include graphs, charts, diagrams, maps, pictures, etc.) to support analysis of what the text says explicitly as well as inferences drawn from the text.	Read closely and cite several pieces of textual evidence (e.g. include graphs, charts, diagrams, maps, pictures, etc.) to support analysis of what the text says explicitly as well as inferences drawn from the text.	Read closely and cite the textual evidence (e.g. include graphs, charts, diagrams, maps, pictures, etc.) that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective (exclusive from personal opinions or judgments) summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure			
Code	Standard		
RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	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.	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.
RI.5	Recognize how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	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.	Analyze the structure an author uses to organize a text, including how sections, paragraphs, and/or particular sentences contribute to the whole and to the development of the ideas.
RI.6	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	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.	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.

Reading Standards for Informational Text RI

Grade 6		Grade 7	Grade 8

Reading Standards for Informational Text RI

Grade 6		Grade 7	Grade 8
Integration of Knowledge and Ideas			
Code	Standard		
RI.7	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.	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).	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8	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.[41]	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.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.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).	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	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			
Code	Standard		
RI.10	By the end of grade 6, read and comprehend grade-level[42] appropriate literature, in a variety of print genres and other	By the end of grade 7, read and comprehend grade-level[42] appropriate literature, in a variety of print genres and other	By the end of grade 8, read and comprehend grade-level[42] appropriate literature, in a variety of print genres and other

[41] Supported claims may include historical or scientific evidence; non-supported claims may include propaganda and advertising.
[42] Grade-level reading level correlation chart is under construction and will be included at a later date.

	media, proficiently and independently, with scaffolding[43] as needed.	media, proficiently and independently, with scaffolding[43] as needed.	media, proficiently and independently, with scaffolding[43] as needed.

[43] Scaffolding strategies may include building background knowledge, making textual connections, and recreational reading initiatives.

Grades 9–10		Grades 11–12
Key Ideas and Details[44]		
Code	Standard	
RL.1	Read closely to determine what the text says explicitly and make logical inferences from it; cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.	Read closely to determine what the text says explicitly, to make logical inferences from it, and to determine multiple interpretations of ambiguities in the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
RL.2	Determine a theme or central idea of a text. a. Provide an objective summary of the text. b. Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.	Determine two or more themes or central ideas of a text. a. Provide an objective summary of the text. b. Analyze in detail the development of the themes or ideas over the course of the text, including how they interact and build on one another to produce a complex account.
RL.3	Analyze how complex characters and elements (e.g., characters with multiple or conflicting motivations; symbolism in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	Analyze how the author develops multiple complex elements (e.g., characters with multiple or conflicting motivations; symbolism in poetry) over the course of a text, to interact with other elements and advance the plot or develop the theme.
Craft and Structure		
Code	Standard	
RL.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 (e.g., evoking a sense of time and place; setting a formal or informal tone; identifying cultural and gender perspectives or bias in language).	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 creates particular aesthetic effects.
RL.5	Analyze how an author's choices about ordering events and manipulating time creates such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).	Analyze how an author's choices about structuring and relating different elements in the text (e.g. use of epilogues, prologues, acts, scenes, chapters, stanzas) contribute to meaning as well as aesthetic impact.

[44] It is often necessary to combine concepts in RL1-3 instead of teaching them in isolation.

Grades 9–10		Grades 11–12
RL.6	Analyze particular points of view or cultural experiences reflected in diverse works of literature.	Analyze texts in which determining purpose or 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 Standards for Literature RL

Grades 9–10		Grades 11–12
Integration of Knowledge and Ideas		
Code	Standard	
RL.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.	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 material.
RL.8	(Not applicable to literature)	(Not applicable to literature)
RL.9	Analyze how an author draws on other texts in a specific work (e.g., allusions, prequels, sequels, transforming an earlier story, etc.).	Analyze how two or more texts within and/or across time periods treat similar themes or topics.
Range of Reading and Level of Text Complexity		
Code	Standard	
RL.10	By the end of grade 9, read and comprehend grade-level[45] appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding[46] as needed. By the end of grade 10, read and comprehend grade-level[45] appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding[46] as needed.	By the end of grade 11, read and comprehend grade-level[45] appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding[46] as needed. By the end of grade 12, read and comprehend grade-level[45] appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding[46] as needed.

[45] Grade-level reading level correlation chart is under construction and will be included at a later date.
[46] Scaffolding strategies may include building background knowledge, making textual connections, and recreational reading initiatives.

Grades 9–10		Grades 11–12
Key Ideas and Details[47]		
Code	Standard	
RI.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.	Read closely to determine what the text says explicitly, to make logical inferences from it, and to determine multiple interpretations of ambiguities in the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
RI.2	Determine a theme or central idea of a text. a. Provide an objective summary of the text. b. Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.	Determine two or more themes or central ideas of a text. a. Provide an objective summary of the text. b. Analyze in detail the development of the themes or ideas over the course of the text, including how they interact and build on one another to produce a complex account.
RI.3	Analyze a set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Analyze how a series of ideas or events unfolds in the text, 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		
Code	Standard	
RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).	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, including words with multiple meanings or language that creates particular effects.
RI.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.	Analyze and evaluate the effectiveness of the author's choices about structure to achieve a particular purpose with an intended audience.
RI.6	Determine an author's point of view or purpose in a text and analyze how the author's choices advance that point of view or purpose.	Determine an author's point of view or purpose in a text and analyze how the author's choices about style, content, and presentation are particularly effective, contributing to the power, persuasiveness, or beauty of the text.

[47] It is often necessary to combine concepts in RI1-3 instead of teaching them in isolation.

Reading Standards for Informational Text RI

Grades 9–10		Grades 11–12
Integration of Knowledge and Ideas		
Code	Standard	
RI.7	Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), including which details are emphasized in each account.	Analyze and evaluate multiple sources of information presented in different media or formats (e.g., visuals, videos, tables, charts, and graphs) including written text.
RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Delineate and evaluate the argumentative reasoning and persuasive techniques, including emotional appeals and establishing credibility, in texts.
RI.9	Analyze how author's draw on other texts in a specific work (e.g., through allusion, direct reference, etc.), including how they address related themes and concepts.	Analyze how texts within and/or across time periods treat similar topics, addressing their themes, purposes, and rhetorical strategies.
Range of Reading and Level of Text Complexity		
Code	Standard	
RI.10	By the end of grade 9, read and comprehend grade-level[48] appropriate nonfiction, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level appropriate nonfiction in a variety of print genres and other media, proficiently and independently, with scaffolding[49] as needed.	By the end of grade 11, read and comprehend grade-level appropriate nonfiction, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 12, read and comprehend grade-level appropriate nonfiction, in a variety of print genres and other media, proficiently and independently, with scaffolding[49] as needed.

[48] Grade-level reading level correlation chart is under construction and will be included at a later date.
[49] Scaffolding strategies may include building background knowledge, making textual connections, and recreational reading initiatives.

College and Career Readiness Anchor Standards for Writing

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

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

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

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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

Note on range and content of student writing

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

* These broad types of writing may include many subgenres.

Grade 6		Grade 7	Grade 8
Text Types and Purposes			
Code	Standard		
W.1	Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses as transitions to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal writing style. e. Provide a concluding statement or section that follows from the argument presented.	Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims (counterclaims), and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses as transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal writing style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims (counterclaims), and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses as transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal writing style. e. Provide a concluding statement or section that follows from and supports the argument presented.
W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate words, phrases, and clauses as transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal writing style.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate words, phrases, and clauses as 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.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied words, phrases, and clauses as 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 writing style.

Grade 6	Grade 7	Grade 8
f. Provide a concluding statement or section that follows from the information or explanation presented.	e. Establish and maintain a formal writing style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Writing Standards W

Grade 6		Grade 7	Grade 8
Text Types and Purposes, continued			
Code	Standard		
W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or

Grade 6	Grade 7	Grade 8
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

Code	Standard		
W.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.)	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.)	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.)
W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8)
W.6	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Grade 6		Grade 7	Grade 8
Research to Build and Present Knowledge			
Code	Standard		
W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the information and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	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 information and conclusions of others while avoiding plagiarism and following a standard format for citation.	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 information and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.).	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.).	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is reimagined or made new.). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.).
Range of Writing			
Code	Standard		
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grades 9–10		Grades 11–12
Text Types and Purposes		
Code	Standard	
W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims. b. Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims, pointing out the strengths and limitations of both, and supplying relevant and credible evidence. d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing. f. Provide a conclusion that follows from and supports the argument presented.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence and appropriate rhetorical strategies, for a variety of purposes, audiences, and contexts. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims. b. Create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims, pointing out the strengths and limitations of both, supplying relevant and credible evidence, and using appropriate rhetorical strategies for the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing. f. Provide a conclusion that follows from and supports the argument presented. g. Incorporate elements of narrative and informative/explanatory writing into arguments when appropriate for purpose, audience, and context.

Grades 9–10		Grades 11–12
Text Types and Purposes		
Code	Standard	
W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic, establish a clear focus, purpose, and thesis statement, and engage and orient the reader. 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 for purpose and audience. 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 an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing. g. Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content, for a variety of purposes, audiences, and contexts. a. Introduce a topic; establish a clear focus, purpose, and thesis statement; and engage and orient the reader. 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 for purpose and audience. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing. g. Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). h. Incorporate elements of narrative and argument writing into informative/explanatory writing when appropriate for purpose, audience, and context.
W.3	Write 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 point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters. c. Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences, for a variety of purposes, audiences, and contexts. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters b. Use a variety of techniques to sequence events in a smooth progression, 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, resolution). c. Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots), to develop experiences, events, and/or characters. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

Grades 9–10		Grades 11–12
		e. Provide a conclusion that follows what is experienced, observed, or resolved over the course of the narrative. f. Incorporate elements of argument and informative/explanatory writing into narratives when appropriate for purpose, audience, and context.
Production and Distribution of Writing		
Code	Standard	
W.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.)	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.)
W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	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.)
W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, in response to ongoing feedback. Use technology's capacity to link to other information and to display information flexibly and dynamically.	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. Use technology's capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge		
Code	Standard	
W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem. a. Narrow or broaden the inquiry when appropriate. b. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem. a. Narrow or broaden the inquiry when appropriate. b. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.8	Gather relevant information from multiple authoritative print and digital sources. a. Use advanced searches effectively. b. Assess the usefulness of each source in answering the research question.	Gather relevant information from multiple authoritative print and digital sources. a. Use advanced searches effectively.

Grades 9–10		Grades 11–12
	c. Integrate information into the text selectively to maintain the flow of ideas. d. Avoid plagiarism and follow a standard format for citation.	b. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. c. Integrate information into the text selectively to maintain the flow of ideas. d. Avoid plagiarism and overreliance on any one source; follow a standard format for citation.
W.9	Draw evidence from texts to support analysis, reflection, and research; using comprehension and analysis skills described in 9-10 reading standards.	Draw evidence from texts to support analysis, reflection, and research; using comprehension and analysis skills described in 11-12 reading standards.

Grades 9–10		Grades 11–12
Range of Writing		
Code	Standard	
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

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

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Speaking and Listening Standards SL

Grade 6		Grade 7	Grade 8
Comprehension and Collaboration			
Code	Standard		
SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collaborative 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.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collaborative 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.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collaborative 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 elicit elaboration, 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 and understanding in light of the evidence presented.
SL.2	Use introductory note-taking strategies to interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Use effective note-taking strategies to analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas			
Code	Standard		
SL.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing significant points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Speaking and Listening Standards SL

Grades 9–10		Grades 11–12
Comprehension and Collaboration		
Code	Standard	
SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.2	Integrate multiple sources of information presented in diverse media or formats (e.g., images, videos, tables, charts, graphs, orally) evaluating the credibility and accuracy of each source, using effective note-taking strategies to accomplish these tasks.	Integrate multiple sources of information presented in diverse media and formats (e.g., images, videos, tables, charts, graphs, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among them, using effective note-taking strategies to accomplish these tasks.
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetorical strategies, identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetorical strategies, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas		
Code	Standard	
SL.4	Present claims, information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; organization, development, substance, and style (i.e., verbal and nonverbal communication) are appropriate to purpose, audience, and task.	Present claims, information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed; and organization, development, substance, and style (i.e., verbal and nonverbal communication) are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

College and Career Readiness Anchor Standards for Language

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

Conventions of Standard English[50]*

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

Vocabulary Acquisition and Use

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

Note on range and content of student language use

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

[50] See the language skill sequence charts (Appendix A) for L1 and L2 and the progressive language chart for L3 for skills that progress over time.

Grade 6

Conventions of Standard English

Code	Standard
L.1[51]	**Within the context of authentic English writing[52] and speaking…**

Introduce:

a. Recognize and correct inappropriate shifts in verb tense.
b. Ensure that pronouns are in the proper case (subjective, objective, possessive).
c. Recognize and correct inappropriate shifts in pronoun number and person.

Practice:

d. Produce complex and compound-complex sentences.
e. Rearrange complete simple and compound sentences of a variety of lengths.
f. Ensure pronoun-antecedent agreement.
g. Use correlative conjunctions (e.g., either/or, neither/nor).
h. Resolve issues of complex of contested usage, consulting reliable references as needed.

Demonstrate proficiency in:

i. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
j. Explain and use linking verbs.
k. Use verb tense to convey various times and sequences.
l. Use relative pronouns (*who, whose, whom, which, that*).
m. Explain the function of pronouns.
n. Use relative adverbs (*where, when, why*).

Continually use and practice:

o. Upper and lower case letters.
p. Use question words (interrogatives).
q. Produce complete sentences in shared language activities.
r. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
s. Correctly use common homophones (e.g., to, too, two; there, their).
t. Ensure subject verb-agreement.
u. Produce compound sentences.
v. Common and proper nouns.
w. Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).

Continually use and practice (continued):

x. Use collective nouns.
y. Use regular plural nouns orally by adding /s/ or /es/.
z. Form and use regular and irregular plural nouns.
aa. Use abstract nouns (e.g., childhood).
bb. Use possessive nouns.
cc. Explain the function of a noun.
dd. Form and use the simple verb tenses (e.g., I walked, I walk; I will walk).
ee. Form and use the past tense of frequently occurring irregular verbs.
ff. Use verbs to convey a sense of past, present, and future.
gg. Form and use regular and irregular verbs.
hh. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
ii. Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.
jj. Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.
kk. Explain the function of a verb.
ll. Use personal, possessive, and indefinite pronouns.
mm. Use reflexive pronouns (e.g., myself, ourselves).
nn. Use frequently occurring adjectives.
oo. Use articles.
pp. Use adjectives depending on what is to be modified.
qq. Use demonstratives (that, those, these, this).
rr. Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
ss. Explain the function of an adjective.
tt. Use adverbs depending on what is to be modified.
uu. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
vv. Use frequently occurring conjunctions (and, or, but).
ww. Use coordinating and subordinating conjunctions.
xx. Explain the function of coordinating conjunctions.
yy. Use prepositions.
zz. Form and use prepositional phrases.

[51] See Appendix A for the language skills sequence charts for skills that progress over time.
[52] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

aaa. Use and explain interjections.

Grade 7

Conventions of Standard English

Code	Standard
L.1[53]	**Within the context of authentic English writing[54] and speaking…**

Introduce:

a. Use and describe verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
b. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
c. Explain the function of phrases and clauses in general and their function in specific sentences.
d. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
e. Form and use verbs in the active and passive voice
f. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

Practice:

g. Rearrange complete simple and compound sentences of a variety of lengths.
h. Ensure pronoun-antecedent agreement.
i. Recognize and correct inappropriate shifts in verb tense.
j. Ensure that pronouns are in the proper case (subjective, objective, possessive).
k. Recognize and correct inappropriate shifts in pronoun number and person.
l. Resolve issues of complex of contested usage, consulting reliable references as needed.

Demonstrate proficiency in:

m. Produce complex and compound-complex sentences.
n. Use correlative conjunctions (e.g., either/or, neither/nor).
o. Explain the function of subordinating conjunctions.
p. Explain the function of a prepositional phrase.

Continually use and practice:

q. Upper and lower case letters.
r. Use question words (interrogatives).
s. Produce complete sentences in shared language activities.
t. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
u. Correctly use common homophones (e.g., to, too, two; there, their).
v. Ensure subject verb-agreement.
w. Produce compound sentences.
x. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Continually use and practice (continued):

aa. Use collective nouns.
bb. Use regular plural nouns orally by adding /s/ or /es/.
cc. Form and use regular and irregular plural nouns.
dd. Use abstract nouns (e.g., childhood).
ee. Use possessive nouns.
ff. Explain the function of a noun.
gg. Form and use the simple verb tenses (e.g., I walked, I walk; I will walk).
hh. Form and use the past tense of frequently occurring irregular verbs.
ii. Use verbs to convey a sense of past, present, and future.
jj. Form and use regular and irregular verbs.
kk. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
ll. Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.
mm. Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.
nn. Explain the function of a verb.
oo. Explain and use linking verbs.
pp. Use verb tense to convey various times and sequences.
qq. Use personal, possessive, and indefinite pronouns.
rr. Use reflexive pronouns (e.g., myself, ourselves).
ss. Use relative pronouns (*who, whose, whom, which, that*).
tt. Explain the function of pronouns.
uu. Use frequently occurring adjectives.
vv. Use articles.
ww. Use adjectives depending on what is to be modified.
xx. Use demonstratives (that, those, these, this)
yy. Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
zz. Explain the function of an adjective.
aaa. Use adverbs depending on what is to be modified.
bbb. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
ccc. Use relative adverbs (*where, when, why*).
ddd. Use frequently occurring conjunctions (and, or, but).
eee. Use coordinating and subordinating conjunctions.

[53] See Appendix A for the language skills sequence charts for skills that progress over time.
[54] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

y. Common and proper nouns.
z. Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).

fff. Explain the function of coordinating conjunctions.
ggg. Use prepositions.
hhh. Form and use prepositional phrases.
iii. Use and explain interjections.

Grade 8

Conventions of Standard English

Code	Standard
L.1[55]	**Within the context of authentic English writing[56] and speaking…**

Introduce:

a. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
b. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Practice:

c. Ensure pronoun-antecedent agreement.
d. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
e. Explain the function of phrases and clauses in general and their function in specific sentences.
f. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
g. Recognize and correct inappropriate shifts in verb tense.
h. Ensure that pronouns are in the proper case (subjective, objective, possessive).
i. Recognize and correct inappropriate shifts in pronoun number and person.
j. Resolve issues of complex of contested usage, consulting reliable references as needed.

Demonstrate proficiency in:

k. Rearrange complete simple and compound sentences of a variety of lengths.
l. Use and describe verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
m. Form and use verbs in the active and passive voice
n. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
o. Explain the function of an adverb.

Continually use and practice:

p. Upper and lower case letters.
q. Use question words (interrogatives).
r. Produce complete sentences in shared language activities.
s. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
t. Correctly use common homophones (e.g., to, too, two; there, their).
u. Ensure subject verb-agreement.
v. Produce compound sentences.
w. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Continually use and practice (continued):

cc. Form and use regular and irregular plural nouns.
dd. Use abstract nouns (e.g., childhood).
ee. Use possessive nouns.
ff. Explain the function of a noun.
gg. Form and use the simple verb tenses (e.g., I walked, I walk; I will walk).
hh. Form and use the past tense of frequently occurring irregular verbs.
ii. Use verbs to convey a sense of past, present, and future.
jj. Form and use regular and irregular verbs.
kk. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
ll. Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.
mm. Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.
nn. Explain the function of a verb.
oo. Explain and use linking verbs.
pp. Use verb tense to convey various times and sequences.
qq. Use personal, possessive, and indefinite pronouns.
rr. Use reflexive pronouns (e.g., myself, ourselves).
ss. Use relative pronouns (*who, whose, whom, which, that*).
tt. Explain the function of pronouns.
uu. Use frequently occurring adjectives.
vv. Use articles.
ww. Use adjectives depending on what is to be modified.
xx. Use demonstratives (that, those, these, this)
yy. Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
zz. Explain the function of an adjective.
aaa. Use adverbs depending on what is to be modified.
bbb. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
ccc. Use relative adverbs (*where, when, why*).
ddd. Use frequently occurring conjunctions (and, or, but).
eee. Use coordinating and subordinating conjunctions.
fff. Explain the function of coordinating conjunctions.
ggg. Use correlative conjunctions (e.g., either/or, neither/nor).

[55] See Appendix A for the language skills sequence charts for skills that progress over time.
[56] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

x. Produce complex and compound-complex sentences.
y. Common and proper nouns.
z. Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).
aa. Use collective nouns.
bb. Use regular plural nouns orally by adding /s/ or /es/.

hhh. Explain the function of subordinating conjunctions.
iii. Use prepositions.
jjj. Form and use prepositional phrases.
kkk. Explain the function of a prepositional phrase.
lll. Use and explain interjections.

Language Standards

Grade 6		Grade 7
Conventions of Standard English		
Code	Standard	
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2[57]	**Practice:** a. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) **Display proficiency in:** b. Use commas and quotation marks in dialogue. c. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). **Continually use and practice:** d. Capitalize the first word in a sentence and the pronoun. e. Recognize and name end punctuation. f. Write a letter or letters for most consonant and short-vowel sounds (phonemes). g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. h. Capitalize dates and names of people. i. Use end punctuation for sentences. j. Use commas in dates and to separate single words in a series. k. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. l. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. m. Capitalize holidays, product names, and geographic names. n. Use commas in greetings and closings of letters. o. Use an apostrophe to form contractions and frequently occurring possessives. p. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*). q. Capitalize important words in titles. r. Use commas in addresses.	**Practice:** a. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) **Continually use and practice:** b. Capitalize the first word in a sentence and the pronoun. c. Recognize and name end punctuation. d. Write a letter or letters for most consonant and short-vowel sounds (phonemes). e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. f. Capitalize dates and names of people. g. Use end punctuation for sentences. h. Use commas in dates and to separate single words in a series. i. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. j. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. k. Capitalize holidays, product names, and geographic names. l. Use commas in greetings and closings of letters. m. Use an apostrophe to form contractions and frequently occurring possessives. n. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*). o. Capitalize important words in titles. p. Use commas in addresses. q. Use commas and quotation marks in dialogue. r. Form and use possessives. s. Use conventional spelling for high-frequency and other studied words.

[57] See Appendix A for the language skills sequence charts for skills that progress over time.

s. Form and use possessives.
t. Use conventional spelling for high-frequency and other studied words.
u. Use correct capitalization overall.
v. Use commas and quotation marks to mark direct speech and quotations from a text.
w. Use a comma before a coordinating conjunction in a compound sentence.
x. Use punctuation to separate items in a series.
y. Use a comma to separate an introductory element from the rest of a sentence.
z. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?).
aa. Use underlining, quotation marks, or italics to indicate titles of works.

t. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).
u. Use correct capitalization overall.
v. Use commas and quotation marks to mark direct speech and quotations from a text.
w. Use a comma before a coordinating conjunction in a compound sentence.
x. Use punctuation to separate items in a series.
y. Use a comma to separate an introductory element from the rest of a sentence.
z. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?).
aa. Use underlining, quotation marks, or italics to indicate titles of works.

Grade 8

Conventions of Standard English

Code	Standard
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2[58]	**Introduce:** a. Use punctuation (comma, ellipsis, dash) to set off nonrestrictive/parenthetical elements b. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. c. Use a colon to introduce a list or quotation. **Practice:** d. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) **Display proficiency in:** e. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). **Continually use and practice:** f. Capitalize the first word in a sentence and the pronoun. g. Recognize and name end punctuation. h. Write a letter or letters for most consonant and short-vowel sounds (phonemes). i. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. j. Capitalize dates and names of people. k. Use end punctuation for sentences. l. Use commas in dates and to separate single words in a series. m. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. n. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. o. Capitalize holidays, product names, and geographic names. p. Use commas in greetings and closings of letters. q. Use an apostrophe to form contractions and frequently occurring possessives. r. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*). s. Capitalize important words in titles. t. Use commas in addresses. u. Use commas and quotation marks in dialogue. v. Form and use possessives. w. Use conventional spelling for high-frequency and other studied words. x. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). y. Use correct capitalization overall. z. Use commas and quotation marks to mark direct speech and quotations from a text. aa. Use a comma before a coordinating conjunction in a compound sentence.

[58] See Appendix A for the language skills sequence charts for skills that progress over time.

bb. Use punctuation to separate items in a series.

cc. Use a comma to separate an introductory element from the rest of a sentence.

dd. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?).

ee. Use underlining, quotation marks, or italics to indicate titles of works.

Grade 6		Grade 7	Grade 8
Knowledge of Language			
Code	Standard		
L.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.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. With varied sentence patterns, choose language that expresses ideas concisely; recognize and eliminate redundancy.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Appropriately use verbs in the active and passive voice.
Vocabulary Acquisition and Use			
Code	Standard		
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.5	Demonstrate understanding of figurative language, word relationships (analogies), and nuances in word meanings. a. Interpret figures of speech in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.) b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, thrifty*).	Demonstrate understanding of figurative language, word relationships (analogies), and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.) b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	Demonstrate understanding of figurative language, word relationships (analogies), and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.) b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

Grade 6		Grade 7	Grade 8
L.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	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.	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.

Grades 9/10 (Part 1)

Conventions of Standard English

Code	Standard
L.1[59]	**Within the context of authentic English writing[60] and speaking…** **Introduce:** a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. c. Recognize and correct inappropriate shifts in verb voice. **Practice:** d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. e. Recognize and correct inappropriate shifts in verb tense. f. Resolve issues of complex of contested usage, consulting reliable references as needed. **Demonstrate proficiency in:** g. Ensure pronoun-antecedent agreement. h. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. i. Explain the function of phrases and clauses in general and their function in specific sentences. j. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. k. Ensure that pronouns are in the proper case (subjective, objective, possessive). l. Recognize and correct inappropriate shifts in pronoun number and person. m. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

[59] See Appendix A for the language skills sequence charts for skills that progress over time.
[60] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

Grades 9/10 (Part 2)

Conventions of Standard English

Code	Standard
L.1[61]	**Within the context of authentic English writing[62] and speaking…**

Continually use and practice:

n. Upper and lower case letters.
o. Use question words (interrogatives).
p. Produce complete sentences in shared language activities.
q. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
r. Correctly use common homophones (e.g., to, too, two; there, their).
s. Ensure subject verb-agreement.
t. Produce compound sentences.
u. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
v. Produce complex and~~,~~ compound-complex sentences.
w. Rearrange complete simple and compound sentences of a variety of lengths.
x. Use and describe verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
y. Common and proper nouns.
z. Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).
aa. Use collective nouns.
bb. Use regular plural nouns orally by adding /s/ or /es/.
cc. Form and use regular and irregular plural nouns.
dd. Use abstract nouns (e.g., childhood).
ee. Use possessive nouns.
ff. Explain the function of a noun.
gg. Form and use the simple verb tenses (e.g., I walked, I walk; I will walk).
hh. Form and use the past tense of frequently occurring irregular verbs.
ii. Use verbs to convey a sense of past, present, and future.
jj. Form and use regular and irregular verbs.

Continually use and practice (continued):

kk. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
ll. Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.
mm. Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.
nn. Explain the function of a verb.
oo. Explain and use linking verbs.
pp. Use verb tense to convey various times and sequences.
qq. Form and use verbs in the active and passive voice.
rr. Use personal, possessive, and indefinite pronouns.
ss. Use reflexive pronouns (e.g., myself, ourselves).
tt. Use relative pronouns (*who, whose, whom, which, that*).
uu. Explain the function of pronouns.
vv. Use frequently occurring adjectives.
ww. Use articles.
xx. Use adjectives depending on what is to be modified.
yy. Use demonstratives (that, those, these, this)
zz. Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
aaa. Explain the function of an adjective.
bbb. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
ccc. Use adverbs depending on what is to be modified.
ddd. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
eee. Use relative adverbs (*where, when, why*).
fff. Explain the function of an adverb.
ggg. Use frequently occurring conjunctions (and, or, but).
hhh. Use coordinating and subordinating conjunctions.
iii. Explain the function of coordinating conjunctions.
jjj. Use correlative conjunctions (e.g., either/or, neither/nor).
kkk. Explain the function of subordinating conjunctions.
lll. Use prepositions.

[61] See Appendix A for the language skills sequence charts for skills that progress over time.
[62] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

mmm. Form and use prepositional phrases.
nnn. Explain the function of a prepositional phrase.
ooo. Use and explain interjections.

Grades 11/12 (Part 1)

Conventions of Standard English

Code	Standard
L.1[63]	**Within the context of authentic English writing[64] and speaking…** **Demonstrate proficiency in:** a. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. b. Use parallel structure. c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. d. Recognize and correct inappropriate shifts in verb voice. e. Recognize and correct inappropriate shifts in verb tense. f. Resolve issues of complex of contested usage, consulting reliable references as needed.

[63] See Appendix A for the language skills sequence charts for skills that progress over time.
[64] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

Grades 11/12 (Part 2)

Conventions of Standard English

Code	Standard
L.1[65]	**Within the context of authentic English writing[66] and speaking…**

Continually use and practice:

g. Upper and lower case letters.
h. Use question words.
i. Produce complete sentences in shared language activities.
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
k. Correctly use common homophones (e.g., to, too, two; there, their).
l. Ensure subject verb-agreement.
m. Produce compound sentences.
n. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
o. Produce complex and~~,~~ compound-complex sentences.
p. Rearrange complete simple and compound sentences of a variety of lengths.
q. Use and describe verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
r. Ensure pronoun-antecedent agreement.
s. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
t. Explain the function of phrases and clauses in general and their function in specific sentences.
u. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
v. Common and proper nouns.
w. Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).
x. Use collective nouns.
y. Use regular plural nouns orally by adding /s/ or /es/.
z. Form and use regular and irregular plural nouns.
aa. Use abstract nouns (e.g., childhood).
bb. Use possessive nouns.
cc. Explain the function of a noun.
dd. Form and use the simple verb tenses (e.g., I walked, I walk; I will walk).
ee. Form and use the past tense of frequently occurring irregular verbs.

Continually use and practice (continued):

ii. Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.
jj. Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.
kk. Explain the function of a verb.
ll. Explain and use linking verbs.
mm. Use verb tense to convey various times and sequences.
nn. Form and use verbs in the active and passive voice.
oo. Use personal, possessive, and indefinite pronouns.
pp. Use reflexive pronouns (e.g., myself, ourselves).
qq. Use relative pronouns (*who, whose, whom, which, that*).
rr. Explain the function of pronouns.
ss. Ensure that pronouns are in the proper case (subjective, objective, possessive).
tt. Recognize and correct inappropriate shifts in pronoun number and person.
uu. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
vv. Use frequently occurring adjectives.
ww. Use articles.
xx. Use adjectives depending on what is to be modified.
yy. Use demonstratives (that, those, these, this)
zz. Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
aaa. Explain the function of an adjective.
bbb. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
ccc. Use adverbs depending on what is to be modified.
ddd. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
eee. Use relative adverbs (*where, when, why*).
fff. Explain the function of an adverb.
ggg. Use frequently occurring conjunctions (and, or, but).
hhh. Use coordinating and subordinating conjunctions.
iii. Explain the function of coordinating conjunctions.
jjj. Use correlative conjunctions (e.g., either/or, neither/nor).
kkk. Explain the function of subordinating conjunctions.
lll. Use prepositions.
mmm. Form and use prepositional phrases.

[65] See Appendix A for the language skills sequence charts for skills that progress over time.
[66] Writing for real purposes and real audiences, meaningful, relevant, and useful to the writer.

ff. Use verbs to convey a sense of past, present, and future.

gg. Form and use regular and irregular verbs.

hh. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

nnn. Explain the function of a prepositional phrase.

ooo. Use and explain interjections.

Grades 9/10

Conventions of Standard English

Code	Standard
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2[67]	**Introduce:** a. Use punctuation (e.g., brackets, ellipses, parentheses, commas, etc.) as appropriate for advanced types and purposes of writing. b. Observe hyphenation conventions. **Practice:** c. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) **Display proficiency in:** d. Use punctuation (comma, ellipsis, dash) to set off nonrestrictive/parenthetical elements. e. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. f. Use a colon to introduce a list or quotation. **Continually use and practice:** g. Capitalize the first word in a sentence and the pronoun. h. Recognize and name end punctuation. i. Write a letter or letters for most consonant and short-vowel sounds (phonemes). j. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. k. Capitalize dates and names of people. l. Use end punctuation for sentences. m. Use commas in dates and to separate single words in a series. n. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. o. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. p. Capitalize holidays, product names, and geographic names. q. Use commas in greetings and closings of letters. r. Use an apostrophe to form contractions and frequently occurring possessives. s. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*). t. Capitalize important words in titles. u. Use commas in addresses. v. Use commas and quotation marks in dialogue. **Continually use and practice (continued):** x. Use conventional spelling for high-frequency and other studied words. y. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). z. Use correct capitalization overall. aa. Use commas and quotation marks to mark direct speech and quotations from a text. bb. Use a comma before a coordinating conjunction in a compound sentence. cc. Use punctuation to separate items in a series. dd. Use a comma to separate an introductory element from the rest of a sentence. ee. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?). ff. Use underlining, quotation marks, or italics to indicate titles of works. gg. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).

[67] See Appendix A for the language skills sequence charts for skills that progress over time.

w. Form and use possessives.

Grades 11/12

Conventions of Standard English

Code	Standard
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2[68]	**Display proficiency in:** a. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). b. Use punctuation (e.g., brackets, ellipses, parentheses, commas, etc.) as appropriate for advanced types and purposes of writing. c. Observe hyphenation conventions. **Continually use and practice:** d. Capitalize the first word in a sentence and the pronoun. e. Recognize and name end punctuation. f. Write a letter or letters for most consonant and short-vowel sounds (phonemes). g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. h. Capitalize dates and names of people. i. Use end punctuation for sentences. j. Use commas in dates and to separate single words in a series. k. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. l. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. m. Capitalize holidays, product names, and geographic names. n. Use commas in greetings and closings of letters. o. Use an apostrophe to form contractions and frequently occurring possessives. p. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*). q. Capitalize important words in titles. r. Use commas in addresses. s. Use commas and quotation marks in dialogue. t. Form and use possessives. **Continually use and practice (continued):** u. Use conventional spelling for high-frequency and other studied words. v. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). w. Use correct capitalization overall. x. Use commas and quotation marks to mark direct speech and quotations from a text. y. Use a comma before a coordinating conjunction in a compound sentence. z. Use punctuation to separate items in a series. aa. Use a comma to separate an introductory element from the rest of a sentence. bb. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?). cc. Use underlining, quotation marks, or italics to indicate titles of works. dd. Use punctuation (comma, ellipsis, dash) to set off nonrestrictive/parenthetical elements. ee. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). ff. Use punctuation (e.g., brackets, ellipses, parentheses, commas, etc.) as appropriate for advanced types and purposes of writing. gg. Observe hyphenation conventions.

[68] See Appendix A for the language skills sequence charts for skills that progress over time.

Knowledge of Language		
Code	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. a. Maintain consistency in style and tone. b. Write and edit work so that it conforms to the guidelines in a style guide (e.g., MLA, APA, Chicago, Turabian) appropriate for the discipline and writing type.	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. Maintain consistency in style and tone. b. Vary syntax for effect, consulting reliable references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. c. Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).

Vocabulary Acquisition and Use		
Code	Standard	
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9–10 reading and content. a. Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox, etc.) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in *grades 11–12 reading and content*. a. Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox, etc.) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
L.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Progressive Skills, by Grade

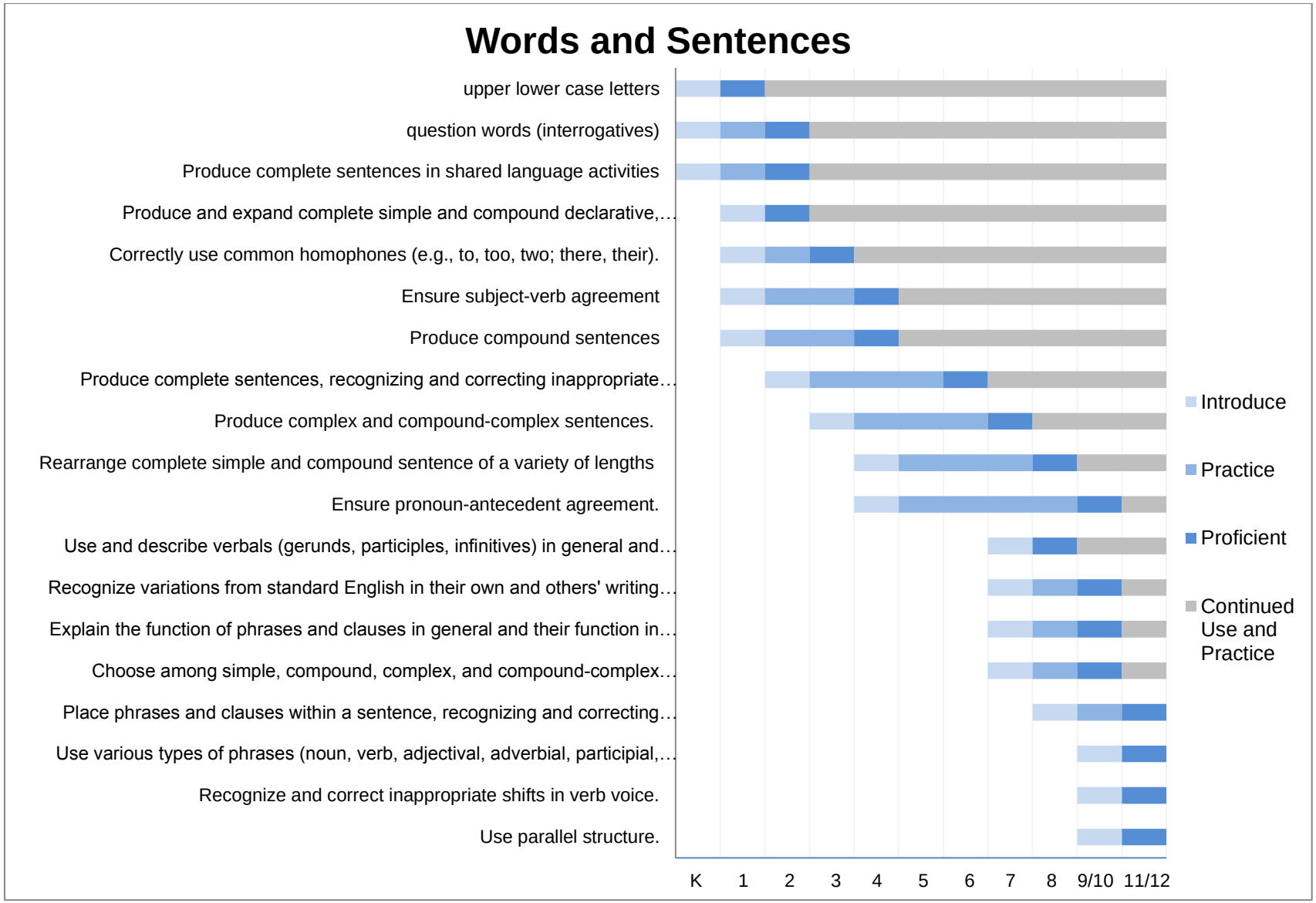
The following skills from the Language Standard 3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

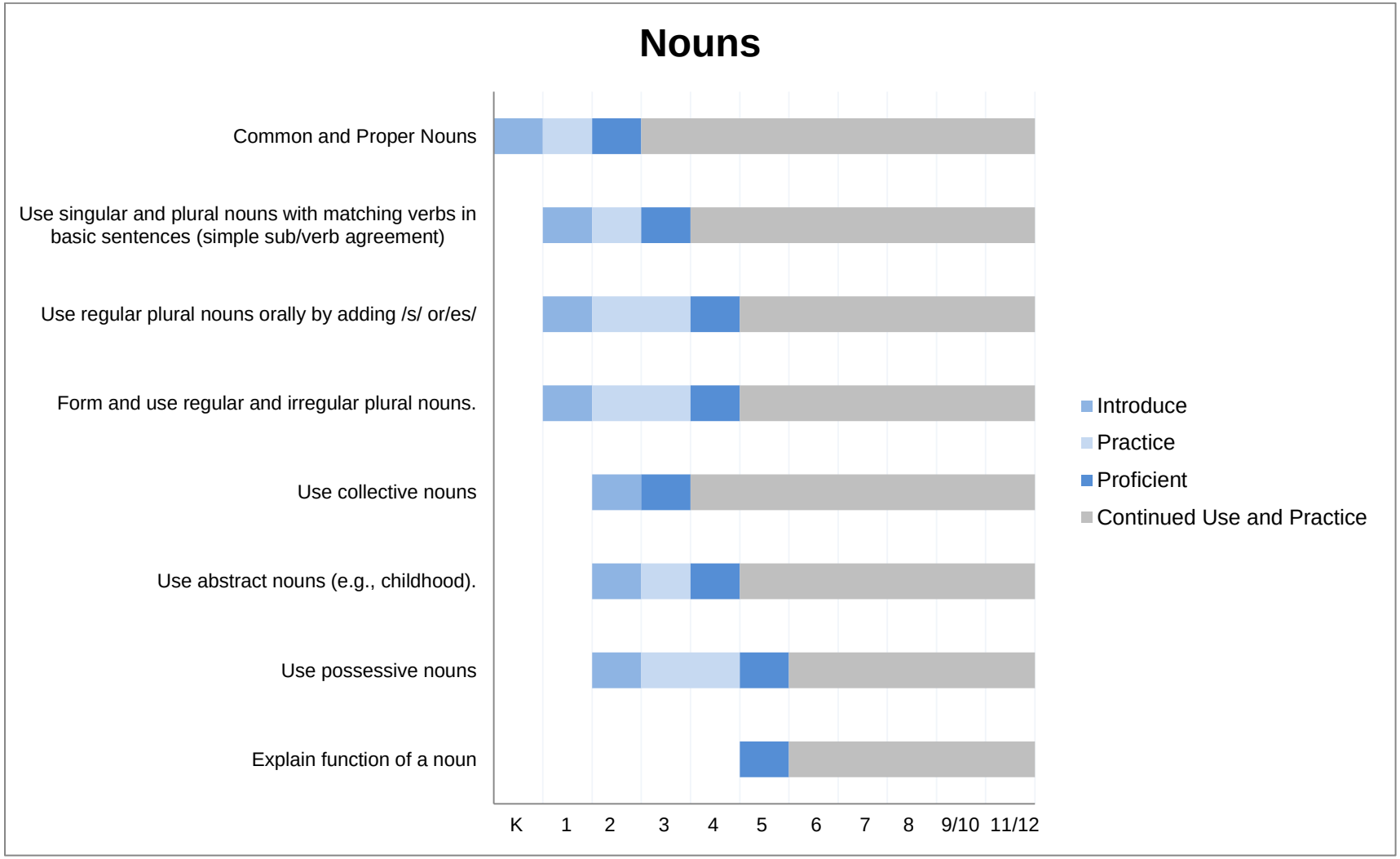
Standards	Grade level							
	3	4	5	6	7	8	9–10	11–12
L.3.3a. Choose words and phrases for effect.								
L.4.3a. Choose words and phrases to convey ideas precisely.								
L.4.3b. Choose punctuation for effect.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.								
L.6.3b. Maintain consistency in style and tone.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								

APPENDIX A[69]

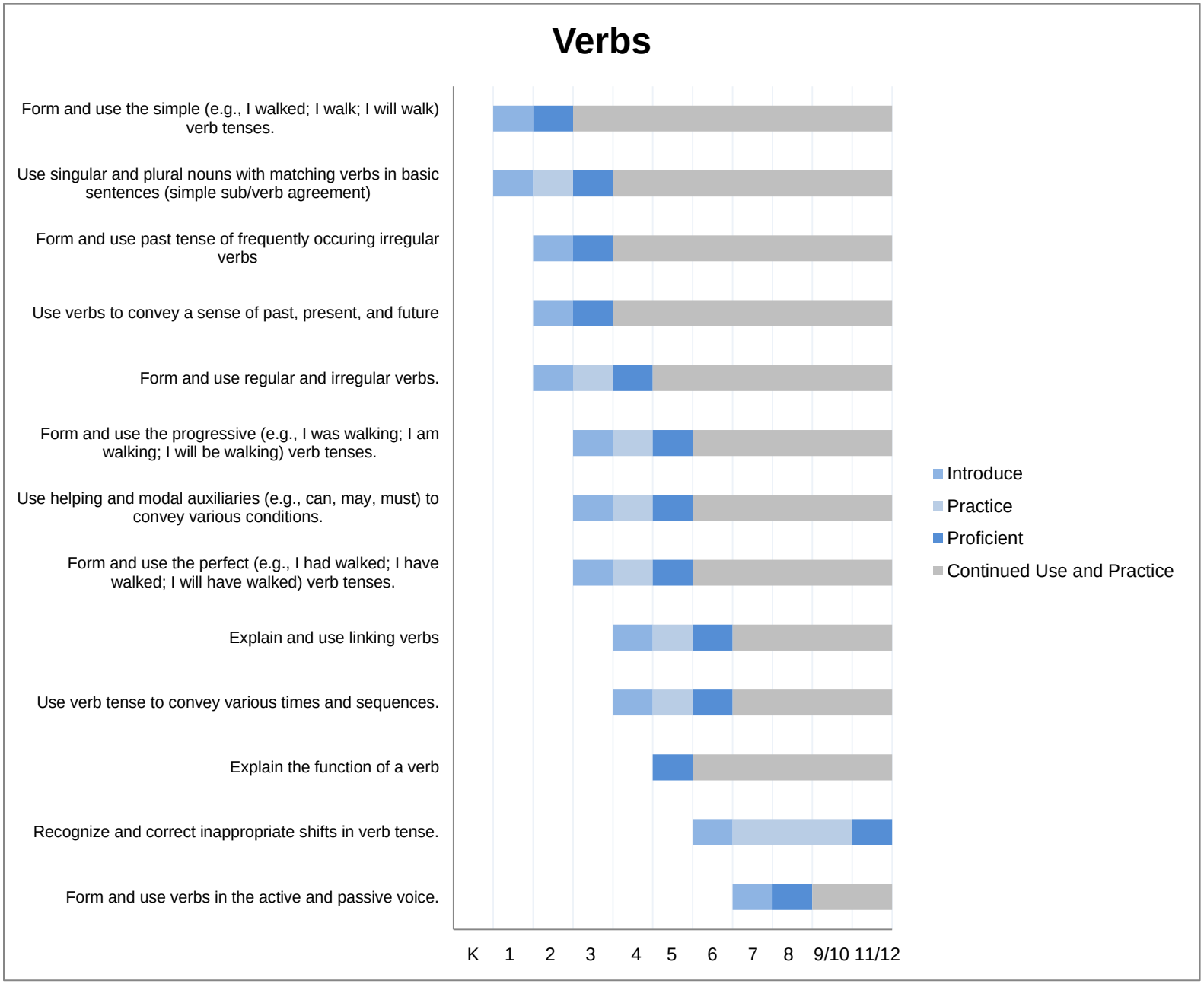
Conventions of Standard English Progression Tables

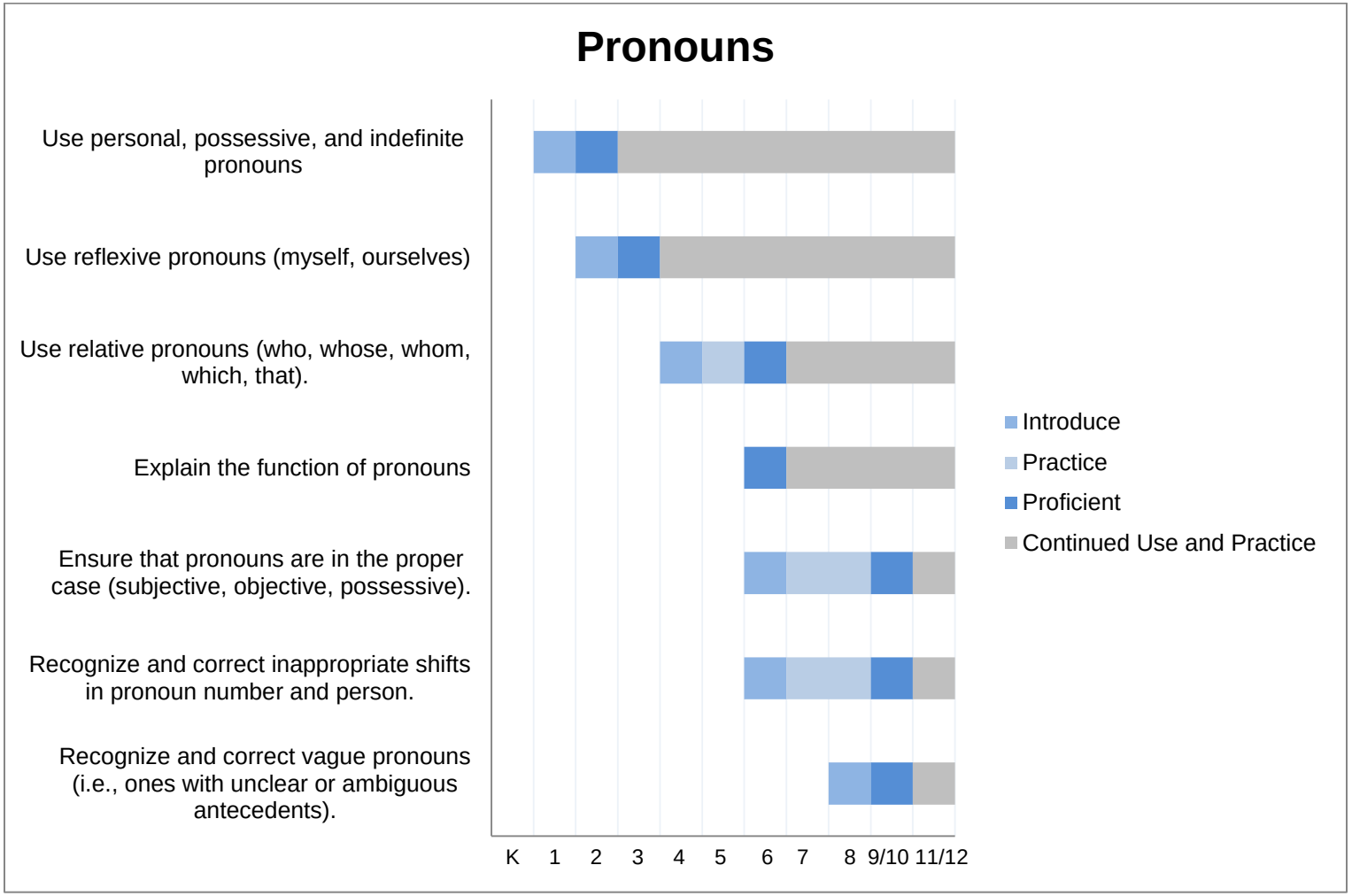
L.1Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

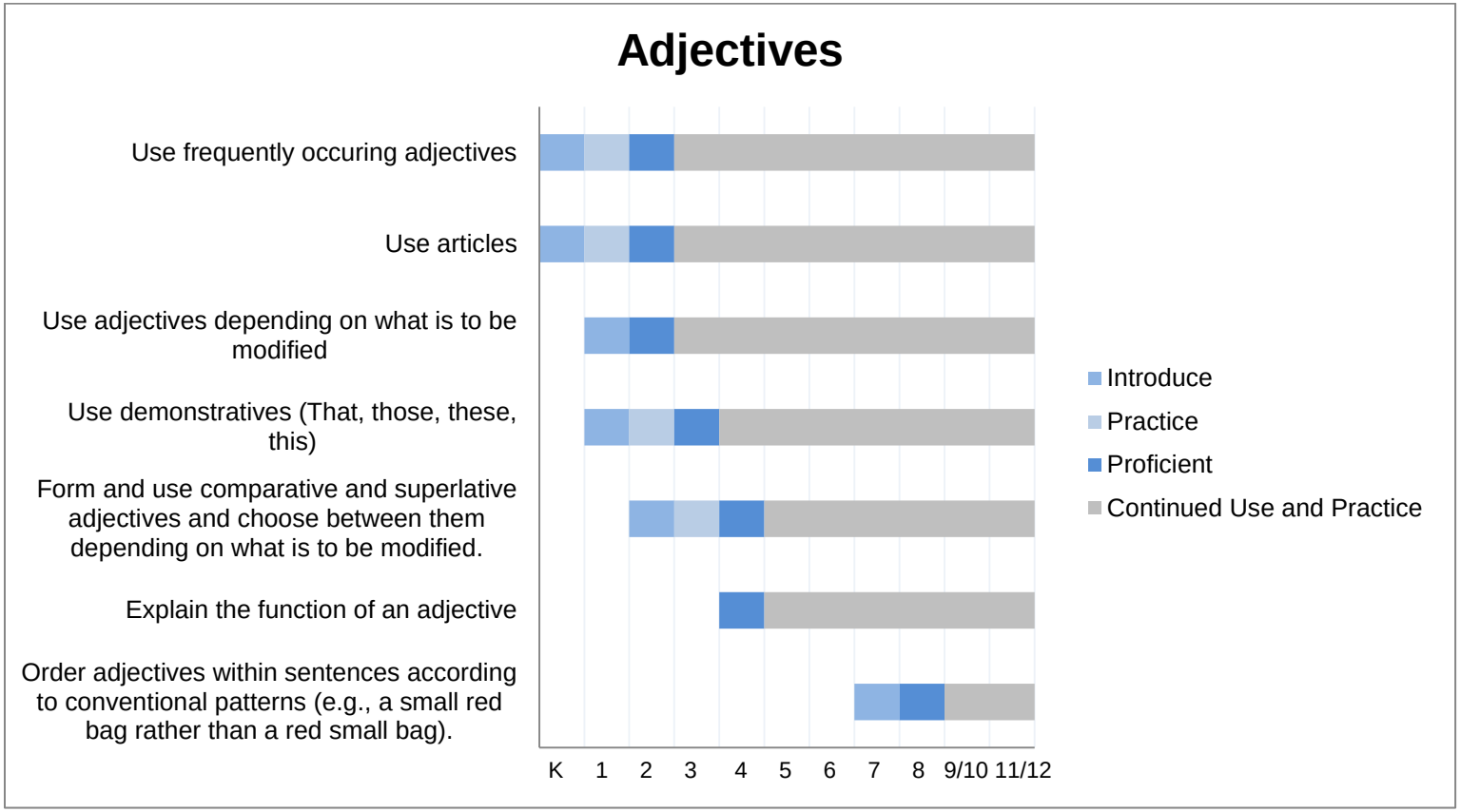


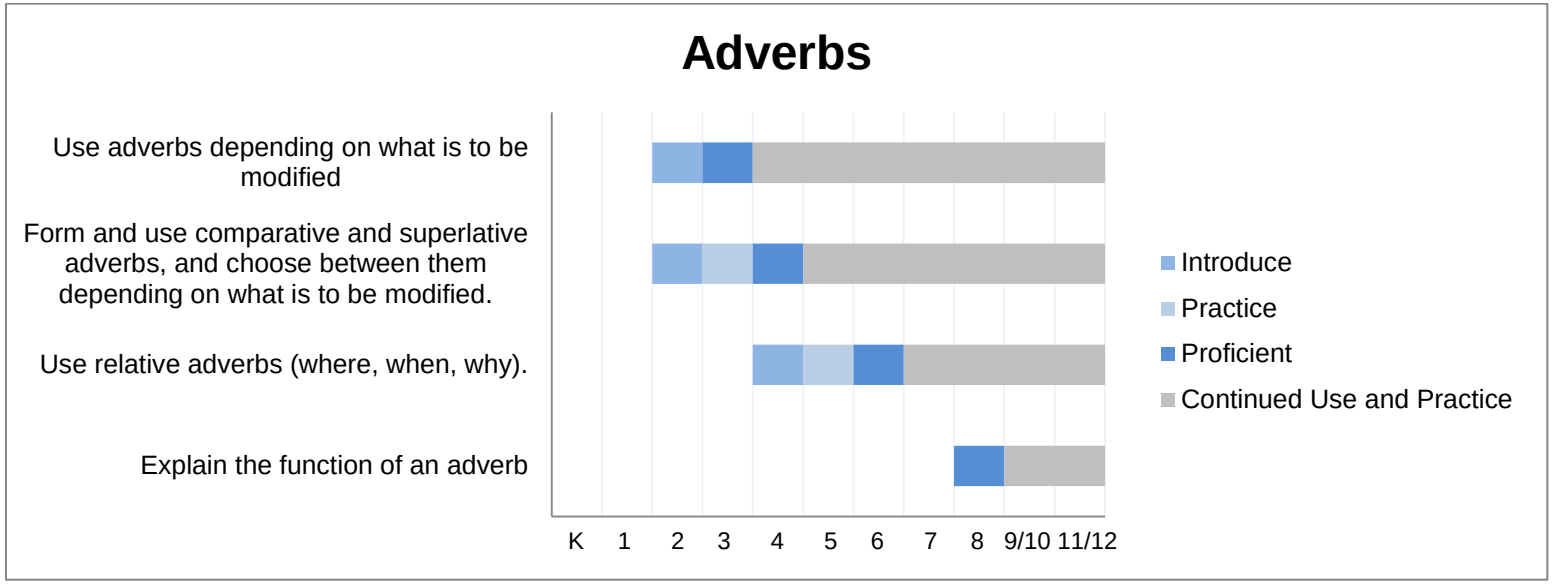


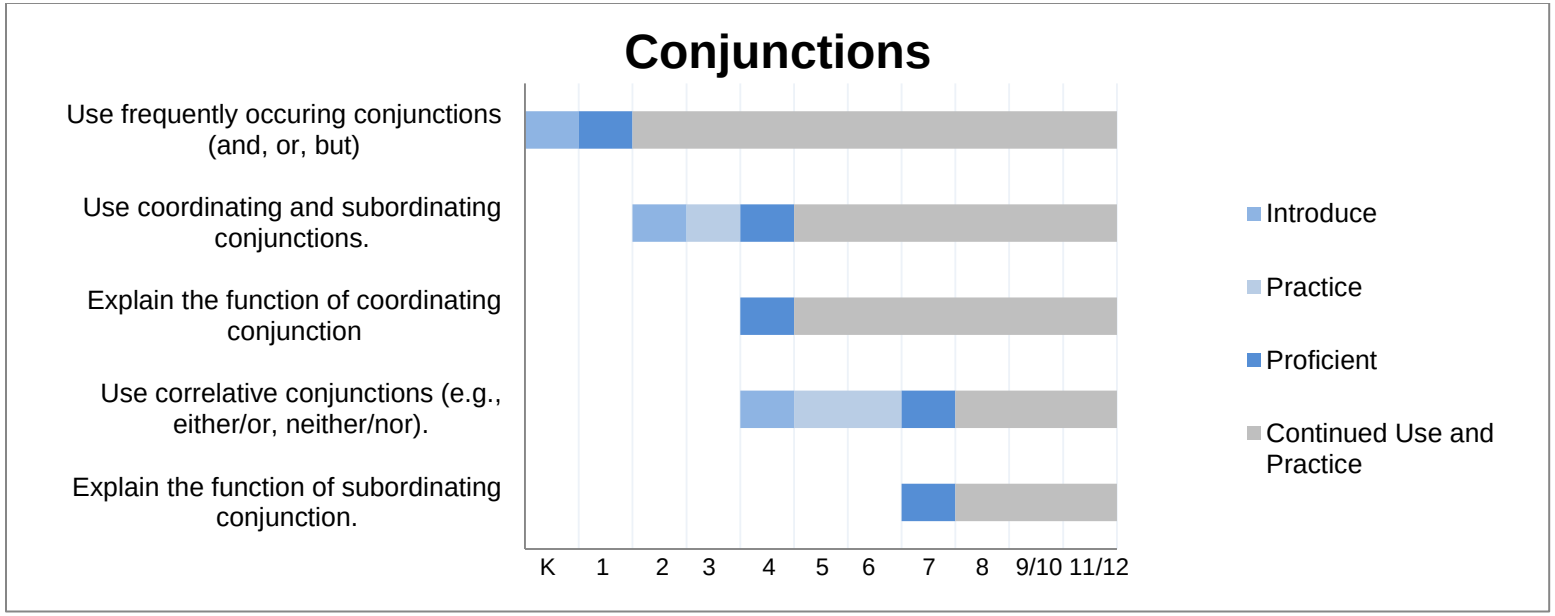
[69] For complete text of standards see the grade level standard for L1

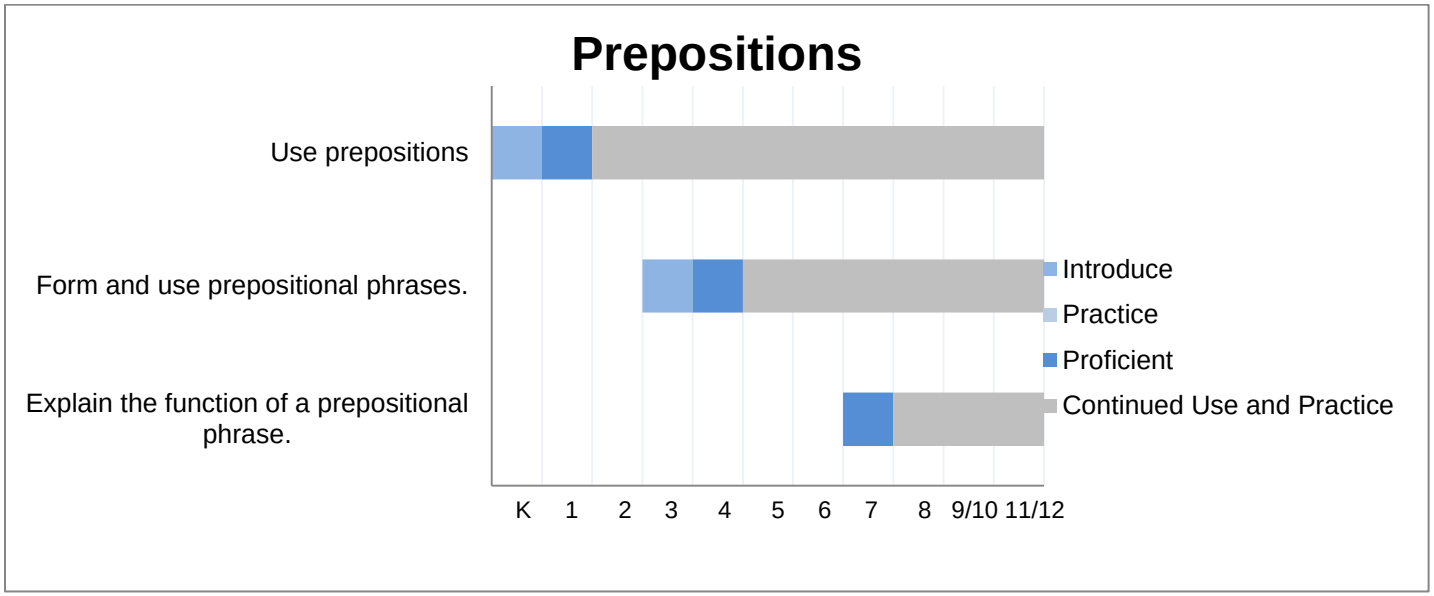

Verbs
Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
Use singular and plural nouns with matching verbs in basic sentences (simple sub/verb agreement)
Form and use past tense of frequently occuring irregular verbs
Use verbs to convey a sense of past, present, and future
Form and use regular and irregular verbs.
Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.
Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
Explain and use linking verbs
Use verb tense to convey various times and sequences.
Explain the function of a verb
Recognize and correct inappropriate shifts in verb tense.
Form and use verbs in the active and passive voice.
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

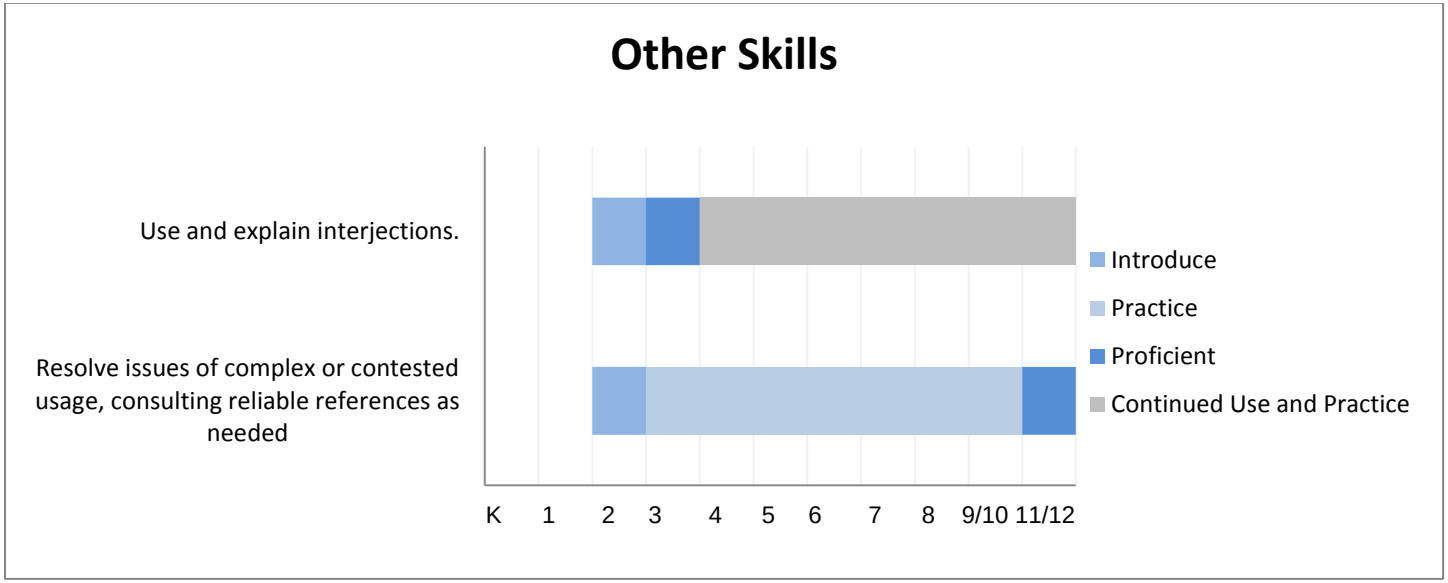

Pronouns
Use personal, possessive, and indefinite pronouns
Use reflexive pronouns (myself, ourselves)
Use relative pronouns (who, whose, whom, which, that).
Explain the function of pronouns
Ensure that pronouns are in the proper case (subjective, objective, possessive).
Recognize and correct inappropriate shifts in pronoun number and person.
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

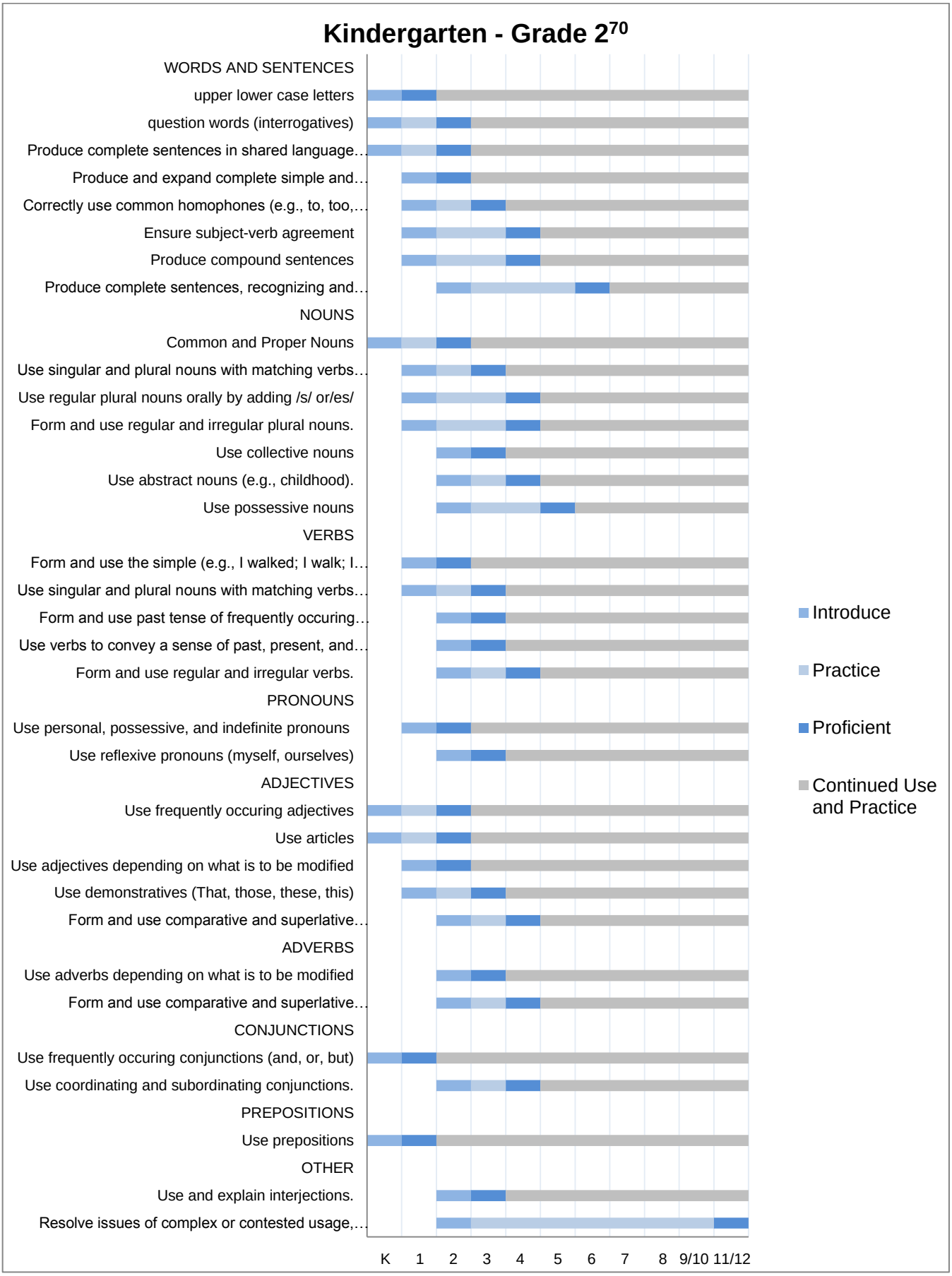

Adjectives
Use frequently occuring adjectives
Use articles
Use adjectives depending on what is to be modified
Use demonstratives (That, those, these, this)
Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
Explain the function of an adjective
Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice


Adverbs
Use adverbs depending on what is to be modified
Form and use comparative and superlative adverbs, and choose between them depending on what is to be modified.
Use relative adverbs (where, when, why).
Explain the function of an adverb
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice


Conjunctions
Use frequently occuring conjunctions (and, or, but)
Use coordinating and subordinating conjunctions.
Explain the function of coordinating conjunction
Use correlative conjunctions (e.g., either/or, neither/nor).
Explain the function of subordinating conjunction.
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

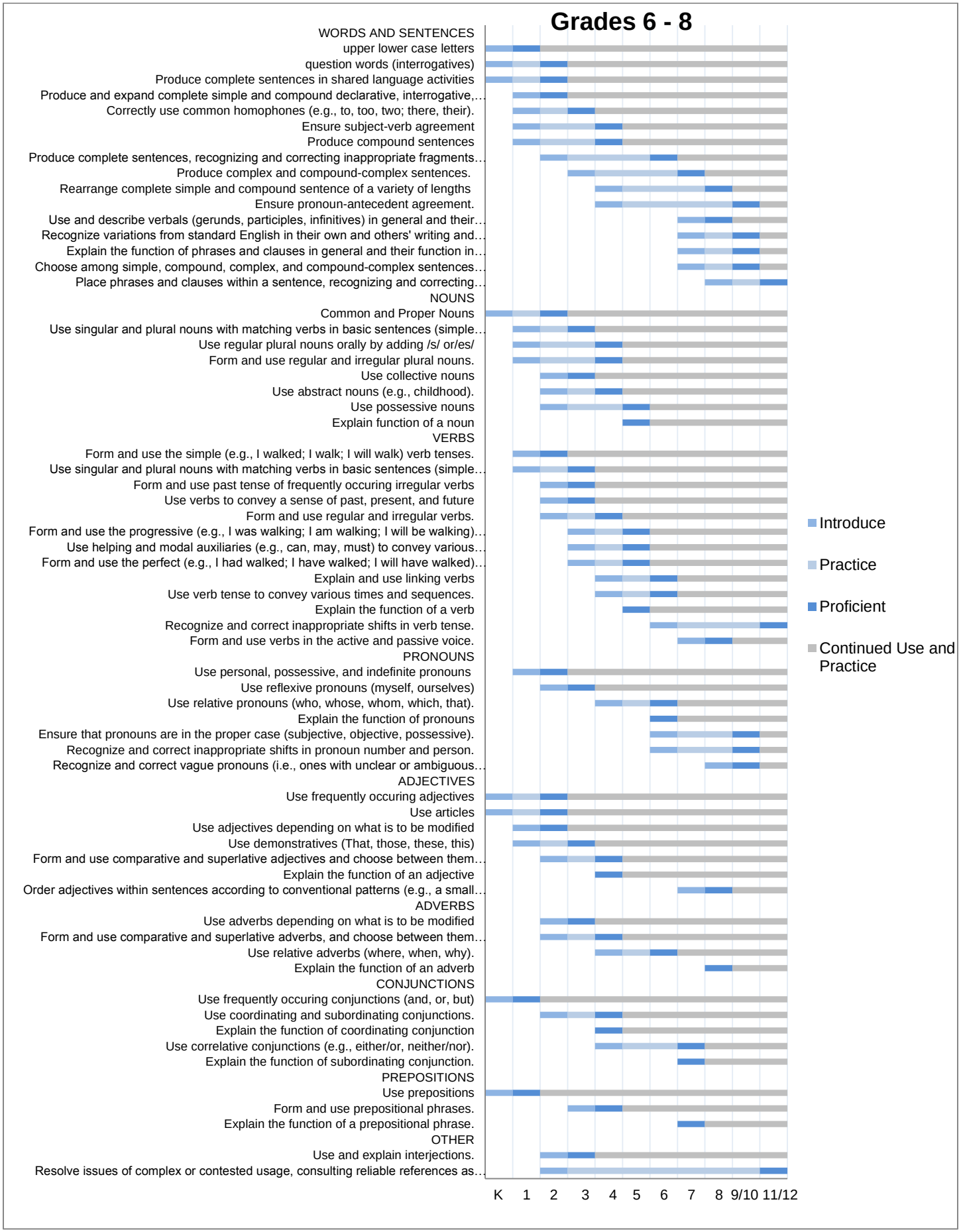

Prepositions
Use prepositions
Form and use prepositional phrases.
Explain the function of a prepositional phrase.
Introduce
Practice
Proficient
Continued Use and Practice
K 1 2 3 4 5 6 7 8 9/10 11/12


Other Skills
Use and explain interjections.
Resolve issues of complex or contested usage, consulting reliable references as needed
Introduce
Practice
Proficient
Continued Use and Practice
K 1 2 3 4 5 6 7 8 9/10 11/12


Kindergarten - Grade 2[70]
WORDS AND SENTENCES
upper lower case letters
question words (interrogatives)
Produce complete sentences in shared language…
Produce and expand complete simple and…
Correctly use common homophones (e.g., to, too,…
Ensure subject-verb agreement
Produce compound sentences
Produce complete sentences, recognizing and…
NOUNS
Common and Proper Nouns
Use singular and plural nouns with matching verbs…
Use regular plural nouns orally by adding /s/ or/es/
Form and use regular and irregular plural nouns.
Use collective nouns
Use abstract nouns (e.g., childhood).
Use possessive nouns
VERBS
Form and use the simple (e.g., I walked; I walk; I…
Use singular and plural nouns with matching verbs…
Form and use past tense of frequently occuring…
Use verbs to convey a sense of past, present, and…
Form and use regular and irregular verbs.
PRONOUNS
Use personal, possessive, and indefinite pronouns
Use reflexive pronouns (myself, ourselves)
ADJECTIVES
Use frequently occuring adjectives
Use articles
Use adjectives depending on what is to be modified
Use demonstratives (That, those, these, this)
Form and use comparative and superlative…
ADVERBS
Use adverbs depending on what is to be modified
Form and use comparative and superlative…
CONJUNCTIONS
Use frequently occuring conjunctions (and, or, but)
Use coordinating and subordinating conjunctions.
PREPOSITIONS
Use prepositions
OTHER
Use and explain interjections.
Resolve issues of complex or contested usage,…
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

Grades 3 -5[71]

WORDS AND SENTENCES
upper lower case letters
question words (interrogatives)
Produce complete sentences in shared language activities
Produce and expand complete simple and compound declarative,…
Correctly use common homophones (e.g., to, too, two; there, their).
Ensure subject-verb agreement
Produce compound sentences
Produce complete sentences, recognizing and correcting…
Produce complex and compound-complex sentences.
Rearrange complete simple and compound sentence of a variety…
Ensure pronoun-antecedent agreement.
NOUNS
Common and Proper Nouns
Use singular and plural nouns with matching verbs in basic…
Use regular plural nouns orally by adding /s/ or/es/
Form and use regular and irregular plural nouns.
Use collective nouns
Use abstract nouns (e.g., childhood).
Use possessive nouns
Explain function of a noun
VERBS
Form and use the simple (e.g., I walked; I walk; I will walk) verb…
Use singular and plural nouns with matching verbs in basic…
Form and use past tense of frequently occuring irregular verbs
Use verbs to convey a sense of past, present, and future
Form and use regular and irregular verbs.
Form and use the progressive (e.g., I was walking; I am walking; I…
Use helping and modal auxiliaries (e.g., can, may, must) to…
Form and use the perfect (e.g., I had walked; I have walked; I will…
Explain and use linking verbs
Use verb tense to convey various times and sequences.
Explain the function of a verb
PRONOUNS
Use personal, possessive, and indefinite pronouns
Use reflexive pronouns (myself, ourselves)
Use relative pronouns (who, whose, whom, which, that).
ADJECTIVES
Use frequently occuring adjectives
Use articles
Use adjectives depending on what is to be modified
Use demonstratives (That, those, these, this)
Form and use comparative and superlative adjectives and…
Explain the function of an adjective
ADVERBS
Use adverbs depending on what is to be modified
Form and use comparative and superlative adverbs, and choose…
Use relative adverbs (where, when, why).
CONJUNCTIONS
Use frequently occuring conjunctions (and, or, but)
Use coordinating and subordinating conjunctions.
Explain the function of coordinating conjunction
Use correlative conjunctions (e.g., either/or, neither/nor).
PREPOSITIONS
Use prepositions
Form and use prepositional phrases.
OTHER
Use and explain interjections.
Resolve issues of complex or contested usage, consulting…
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice


Grades 6 - 8
WORDS AND SENTENCES
upper lower case letters
question words (interrogatives)
Produce complete sentences in shared language activities
Produce and expand complete simple and compound declarative, interrogative,…
Correctly use common homophones (e.g., to, too, two; there, their).
Ensure subject-verb agreement
Produce compound sentences
Produce complete sentences, recognizing and correcting inappropriate fragments…
Produce complex and compound-complex sentences.
Rearrange complete simple and compound sentence of a variety of lengths
Ensure pronoun-antecedent agreement.
Use and describe verbals (gerunds, participles, infinitives) in general and their…
Recognize variations from standard English in their own and others' writing and…
Explain the function of phrases and clauses in general and their function in…
Choose among simple, compound, complex, and compound-complex sentences…
Place phrases and clauses within a sentence, recognizing and correcting…
NOUNS
Common and Proper Nouns
Use singular and plural nouns with matching verbs in basic sentences (simple…
Use regular plural nouns orally by adding /s/ or/es/
Form and use regular and irregular plural nouns.
Use collective nouns
Use abstract nouns (e.g., childhood).
Use possessive nouns
Explain function of a noun
VERBS
Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
Use singular and plural nouns with matching verbs in basic sentences (simple…
Form and use past tense of frequently occuring irregular verbs
Use verbs to convey a sense of past, present, and future
Form and use regular and irregular verbs.
Form and use the progressive (e.g., I was walking; I am walking; I will be walking)…
Use helping and modal auxiliaries (e.g., can, may, must) to convey various…
Form and use the perfect (e.g., I had walked; I have walked; I will have walked)…
Explain and use linking verbs
Use verb tense to convey various times and sequences.
Explain the function of a verb
Recognize and correct inappropriate shifts in verb tense.
Form and use verbs in the active and passive voice.
PRONOUNS
Use personal, possessive, and indefinite pronouns
Use reflexive pronouns (myself, ourselves)
Use relative pronouns (who, whose, whom, which, that).
Explain the function of pronouns
Ensure that pronouns are in the proper case (subjective, objective, possessive).
Recognize and correct inappropriate shifts in pronoun number and person.
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous…
ADJECTIVES
Use frequently occuring adjectives
Use articles
Use adjectives depending on what is to be modified
Use demonstratives (That, those, these, this)
Form and use comparative and superlative adjectives and choose between them…
Explain the function of an adjective
Order adjectives within sentences according to conventional patterns (e.g., a small…
ADVERBS
Use adverbs depending on what is to be modified
Form and use comparative and superlative adverbs, and choose between them…
Use relative adverbs (where, when, why).
Explain the function of an adverb
CONJUNCTIONS
Use frequently occuring conjunctions (and, or, but)
Use coordinating and subordinating conjunctions.
Explain the function of coordinating conjunction
Use correlative conjunctions (e.g., either/or, neither/nor).
Explain the function of subordinating conjunction.
PREPOSITIONS
Use prepositions
Form and use prepositional phrases.
Explain the function of a prepositional phrase.
OTHER
Use and explain interjections.
Resolve issues of complex or contested usage, consulting reliable references as…
K 1 2 3 4 5 6 7 8 9/10 11/12
Introduce
Practice
Proficient
Continued Use and Practice

Conventions of Standard English Progression Tables
L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing[72].

Glossary of Key Terms

Every effort has been made to ensure that the phrasing of the Standards is as clear and free of jargon as possible. When used, specialized and discipline-specific terms (e.g., simile, stanza, declarative sentence) typically conform to their standard definition, and readers are advised to consult high-quality dictionaries or standard resources in the field for clarification. The terms defined below are limited to those words and phrases particularly important to the Standards and that have a meaning unique to this document.

Domain-specific words and phrases – Vocabulary specific to a particular field of study (domain), such as the human body; in the Standards, domain-specific words and phrases are analogous to Tier Three words

Editing – A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience; compared to revising, a smaller-scale activity often associated with surface aspects of a text; see also revising, rewriting

Emergent reader texts – Texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebuses to represent words that cannot yet be decoded or recognized; see also rebus

Evidence – Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science

Focused question – A query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints

Formal English – See standard English

General academic words and phrases – Vocabulary common to written texts but not commonly a part of speech; in the Standards, *general academic words and phrases* are analogous to Tier Two words and phrases

i.e. – Short for “id est” or “that is”
e.g. –Short for “exempli gratia” or “examples given”

Independent(ly) – A student performance done without scaffolding from a teacher, other adult, or peer; in the Standards, often paired with proficient(ly) to suggest a successful student performance done without scaffolding; in the Reading standards, the act of reading a text without scaffolding, as in an assessment; see also proficient(ly), scaffolding

More sustained research project – An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time

Nonverbal communication – body language, facial expression, eye contact, gestures, and attire

Nuances: shades of meaning among closely related words

Onset – Consonants that precede the initial vowel in a one-syllable word

Point of view – Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character

Print or digital (texts, sources) – Sometimes added for emphasis to stress that a given standard is particularly likely to be applied to electronic as well as traditional texts; the standards are generally assumed to apply to both

Proficient(ly) – A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with independent(ly) to suggest a successful student performance done without scaffolding; in the Reading standards, the act of reading a text with comprehension; see also independent(ly), scaffolding

[72] For complete standard text see the grade level standards for L1

Rebus – A mode of expressing words and phrases by using pictures of objects whose names resemble those words

Revising – A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to *editing*, a larger-scale activity often associated with the overall content and structure of a text; see also *editing*, *rewriting*

Rewriting – A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, purpose, and audience, on the same or a similar topic or theme; compared to *revising*, a larger-scale activity more akin to replacement than refinement; see also *editing*, *revising*

Rime – Any vowel and consonants that follow the onset sound

Scaffolding – Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on*

* Though Vygotsky himself does not use the term *scaffolding*, the educational meaning of the term relates closely to his concept of the zone of proximal development. See L. S. Vygotsky (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Short research project – An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time

Source – A text used largely for informational purposes, as in research; see also *text*

Standard English – In the Standards, the most widely accepted and understood form of expression in English in the United States; used in the Standards to refer to formal English writing and speaking; the particular focus of Language standards 1 and 2

Suffix–includes inflections and affixes

Technical subjects – A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music

Text complexity – The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations

Text complexity band – A range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2–3, grades 4–5, grades 6–8, grades 9–10, and grades 11–CCR (college and career readiness). *Grade-level reading level correlation chart is under construction and will be included at a later date.*

Textual evidence – See evidence

Text features– A distinct element of literary and informational text that facilitates understanding for the reader

Topic Sentence– A sentence stating the topic.

With prompting and support/with (some) guidance and support – See *scaffolding*