

*South Carolina*  
*College- and Career-Ready Standards*  
*for*  
*English Language Arts 2015*



**Vertical Articulation Document**

# Table of Contents

Inquiry-Based Literacy Standards Kindergarten – English 4	Page 2
Reading-Literary Text Standards Kindergarten – English 4	Page 10
Reading-Informational Text Standards Kindergarten – English 4	Page 36
Writing Standards Kindergarten – English 4	Page 56
Communication Standards Kindergarten – English 4	Page 76

# Inquiry-Based Literacy Standards (I)

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**Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

Kindergarten	<ul style="list-style-type: none"> <li>Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Ask self-generated questions that can lead to group conversations, explorations, and investigations.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>Develop a range of questions to frame inquiry for new learning and deeper understanding.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.</li> </ul>

**Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

Kindergarten	<ul style="list-style-type: none"> <li>• With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Engage in daily explorations to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</li> </ul>

**Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

Kindergarten	<ul style="list-style-type: none"> <li>• With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.</li> <li>• With guidance and support, select information, revise ideas, and record and communicate findings.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.</li> <li>• Select the most important information, revise ideas, and record and communicate findings.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.</li> <li>• Select the most important information, revise ideas, and record and communicate findings.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Develop a plan of action for collecting relevant information from primary and secondary sources.</li> <li>• Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Develop a plan of action for collecting relevant information from primary and secondary sources.</li> <li>• Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Develop a plan of action for collecting relevant information from primary and secondary sources.</li> <li>• Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Develop a plan of action by using appropriate discipline-specific strategies.</li> <li>• Examine historical, social, cultural, or political context to broaden inquiry.</li> <li>• Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.</li> <li>• Organize and categorize important information, revise ideas, and report relevant findings.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Develop a plan of action by using appropriate discipline-specific strategies.</li> <li>• Examine historical, social, cultural, or political context to broaden inquiry.</li> <li>• Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.</li> <li>• Organize and categorize important information, revise ideas, and report relevant findings.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Develop a plan of action by using appropriate discipline-specific strategies.</li> <li>• Examine historical, social, cultural, or political context to broaden inquiry.</li> <li>• Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.</li> <li>• Organize and categorize important information, revise ideas, and report relevant findings.</li> </ul>

English 1	<ul style="list-style-type: none"> <li>• Develop a plan of action by using appropriate discipline-specific strategies.</li> <li>• Examine historical, social, cultural, or political context to broaden inquiry and create questions.</li> <li>• Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</li> <li>• Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Develop a plan of action by using appropriate discipline-specific strategies.</li> <li>• Examine historical, social, cultural, or political context to broaden inquiry and create questions.</li> <li>• Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</li> <li>• Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Develop a plan of action by using appropriate discipline-specific strategies.</li> <li>• Examine historical, social, cultural, or political context to broaden inquiry and create questions.</li> <li>• Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</li> <li>• Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Develop a plan of action by using appropriate discipline-specific strategies.</li> <li>• Examine historical, social, cultural, or political context to broaden inquiry and create questions.</li> <li>• Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</li> <li>• Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learnings; identify implications for future inquiry.</li> </ul>

**Standard 4: Synthesize information to share learning and/or take action.**

Kindergarten	<ul style="list-style-type: none"> <li>• With guidance and support, discover relationships and patterns during the inquiry process.</li> <li>• With guidance and support, use tools to communicate findings.</li> <li>• With guidance and support, reflect on findings.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Draw conclusions from relationships and patterns discovered during the inquiry process.</li> <li>• Determine appropriate tools to communicate findings.</li> <li>• Reflect on findings and take action.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Interpret relationships and patterns discovered during the inquiry process.</li> <li>• Use appropriate tools to communicate findings and/or take informed action.</li> <li>• Reflect on findings and pose new questions for further inquiry.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Draw logical conclusions from relationships and patterns discovered during the inquiry process.</li> <li>• Reflect on findings to build deeper understanding and determine next steps.</li> <li>• Determine appropriate tools and develop a plan to communicate findings and/or take informed action.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Draw logical conclusions from relationships and patterns discovered during the inquiry process.</li> <li>• Reflect on findings to build deeper understanding and determine next steps.</li> <li>• Determine appropriate tools and develop a plan to communicate findings and/or take informed action.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Draw logical conclusions from relationships and patterns discovered during the inquiry process.</li> <li>• Reflect on findings to build deeper understanding and determine next steps.</li> <li>• Determine appropriate tools and develop a plan to communicate findings and/or take informed action.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.</li> <li>• Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.</li> <li>• Reflect on findings and pose appropriate questions for further inquiry.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.</li> <li>• Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.</li> <li>• Reflect on findings and pose appropriate questions for further inquiry.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.</li> <li>• Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.</li> <li>• Reflect on findings and pose appropriate questions for further inquiry.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.</li> <li>• Evaluate findings; address conflicting information; identify misconceptions; and revise.</li> <li>• Determine appropriate disciplinary tools to communicate findings and/or take informed action.</li> </ul>

English 2	<ul style="list-style-type: none"> <li>• Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.</li> <li>• Evaluate findings; address conflicting information; identify misconceptions; and revise.</li> <li>• Determine appropriate disciplinary tools to communicate findings and/or take informed action.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.</li> <li>• Evaluate findings; address conflicting information; identify misconceptions; and revise.</li> <li>• Determine appropriate disciplinary tools to communicate findings and/or take informed action.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.</li> <li>• Evaluate findings; address conflicting information; identify misconceptions; and revise.</li> <li>• Determine appropriate disciplinary tools to communicate findings and/or take informed action.</li> </ul>

**Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.**

Kindergarten	<ul style="list-style-type: none"> <li>• With guidance and support, recognize the value of individual and collective thinking.</li> <li>• With guidance and support, monitor and assess learning to guide inquiry.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Recognize the value of individual and collective thinking.</li> <li>• Monitor and assess learning to guide inquiry.</li> <li>• Articulate the thinking process.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Acknowledge and value individual and collective thinking.</li> <li>• Monitor and assess learning to guide inquiry.</li> <li>• Articulate the process of learning and seek appropriate help.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Acknowledge and value individual and collective thinking.</li> <li>• Employ past learning to monitor and assess current learning to guide inquiry.</li> <li>• Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Acknowledge and value individual and collective thinking.</li> <li>• Employ past learning to monitor and assess current learning to guide inquiry.</li> <li>• Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Acknowledge and value individual and collective thinking.</li> <li>• Employ past learning to monitor and assess current learning to guide inquiry.</li> <li>• Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.</li> <li>• Employ past and present learning in order to monitor and guide inquiry.</li> <li>• Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.</li> <li>• Employ past and present learning in order to monitor and guide inquiry.</li> <li>• Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.</li> <li>• Employ past and present learning in order to monitor and guide inquiry.</li> <li>• Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.</li> <li>• Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.</li> <li>• Analyze the process to evaluate and revise plans and strategies; address successes and misconceptions; and apply learning to future inquiry.</li> </ul>

English 2	<ul style="list-style-type: none"> <li>• Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.</li> <li>• Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.</li> <li>• Analyze the process to evaluate and revise plans and strategies; address successes and misconceptions; and apply learning to future inquiry.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.</li> <li>• Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.</li> <li>• Analyze the process to evaluate and revise plans and strategies; address successes and misconceptions; and apply learning to future inquiry.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.</li> <li>• Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.</li> <li>• Analyze the process to evaluate and revise plans and strategies; address successes and misconceptions; and apply learning to future inquiry.</li> </ul>

# Reading – Literary Text (RL)

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## **Principles of Reading (P)**

**Standard 1: Demonstrate understanding of the organization and basic features of print (concepts of print).**

Kindergarten	<ul style="list-style-type: none"><li>• Follow print from left to right, top to bottom, and front to back.</li><li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>• Understand that words are separated by spaces in print.</li><li>• Recognize and name all upper- and lowercase letters of the alphabet.</li></ul>
Grade 1	<ul style="list-style-type: none"><li>• Recognize the distinguishing features of a sentence.</li><li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>• Understand that words are separated by spaces in print.</li><li>• Recognize and name all upper- and lowercase letters of the alphabet.</li></ul>
Grade 2 – English 4	<ul style="list-style-type: none"><li>• Recognize the distinguishing features of a sentence.</li><li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>• Understand that words are separated by spaces in print.</li><li>• Recognize and name all upper- and lowercase letters of the alphabet.</li></ul>

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemic awareness).**

Kindergarten	<ul style="list-style-type: none"> <li>• Recognize and produce rhyming words.</li> <li>• Count, pronounce, blend, and segment syllables in spoken words.</li> <li>• Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>• Isolate and pronounce the initial, medial, and final sounds in three-phoneme words.</li> <li>• Add or substitute individual sounds in simple, one-syllable words to make new words.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>• Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.</li> <li>• Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.</li> <li>• Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>• Add or substitute individual sounds in simple, one-syllable words to make new words.</li> </ul>
Grade 2 – English 4	<ul style="list-style-type: none"> <li>• Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>• Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.</li> <li>• Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.</li> <li>• Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>• Add or substitute individual sounds in simple, one-syllable words to make new words.</li> </ul>

**Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words (phonics).**

Kindergarten	<ul style="list-style-type: none"> <li>• Produce one-to-one letter-sound correspondences for each consonant.</li> <li>• Associate long and short sounds of the five major vowels with their common spellings.</li> <li>• Read regularly spelled one-syllable words.</li> <li>• Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.</li> <li>• Read common high-frequency words.</li> <li>• Recognize grade-appropriate irregularly spelled words.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Demonstrate the sound correspondences for common consonant blends and digraphs.</li> <li>• Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.</li> <li>• Read a two-syllable word by breaking the word into syllables.</li> <li>• Use final -e and common vowel team conventions to read words with long vowel sounds.</li> <li>• Read words with inflectional endings.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Use knowledge of r-controlled vowels to read.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>

Grade 5	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>

English 2	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

Kindergarten	<ul style="list-style-type: none"><li>• Read emergent texts with purpose and understanding.</li><li>• Read emergent texts orally with accuracy, appropriate rate, and expression.</li><li>• Use picture cues to confirm or self-correct word recognition and understanding.</li></ul>
Grade 1	<ul style="list-style-type: none"><li>• Read grade-level texts with purpose and understanding.</li><li>• Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.</li><li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul>
Grade 2	<ul style="list-style-type: none"><li>• Read grade-level texts with purpose and understanding.</li><li>• Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li><li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul>
Grade 3	<ul style="list-style-type: none"><li>• Read grade-level texts with purpose and understanding.</li><li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li><li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul>
Grade 4	<ul style="list-style-type: none"><li>• Read grade-level texts with purpose and understanding.</li><li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li><li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul>
Grade 5	<ul style="list-style-type: none"><li>• Read grade-level texts with purpose and understanding.</li><li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li><li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Read grade-level texts with purpose and understanding.</li><li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li><li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul>
Grade 7	<ul style="list-style-type: none"><li>• Read grade-level texts with purpose and understanding.</li><li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li><li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul>
Grade 8	<ul style="list-style-type: none"><li>• Read grade-level texts with purpose and understanding.</li><li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li><li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul>

English 1	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>

## **Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

Kindergarten	<ul style="list-style-type: none"><li>• With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</li><li>• With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</li></ul>
Grade 1	<ul style="list-style-type: none"><li>• Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</li><li>• Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</li></ul>
Grade 2	<ul style="list-style-type: none"><li>• Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>
Grade 3	<ul style="list-style-type: none"><li>• Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>
Grade 4	<ul style="list-style-type: none"><li>• Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>
Grade 5	<ul style="list-style-type: none"><li>• Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>
Grade 7	<ul style="list-style-type: none"><li>• Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>
Grade 8	<ul style="list-style-type: none"><li>• Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>
English 1	<ul style="list-style-type: none"><li>• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>
English 2	<ul style="list-style-type: none"><li>• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>

English 3	<ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.</li> <li>• Make predictions before and during reading; confirm or modify thinking.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.</li> <li>• Make predictions before and during reading; confirm or modify thinking.</li> </ul>

**Standard 6: Summarize key details and ideas to support analysis of thematic development.**

Kindergarten	<ul style="list-style-type: none"><li>• Describe the relationship between illustrations and the text.</li></ul>
Grade 1	<ul style="list-style-type: none"><li>• Describe the relationship between the illustrations and the characters, setting or events.</li></ul>
Grade 2	<ul style="list-style-type: none"><li>• Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.</li></ul>
Grade 3	<ul style="list-style-type: none"><li>• Determine the theme by recalling key details that support the theme.</li></ul>
Grade 4	<ul style="list-style-type: none"><li>• Determine the development of a theme within a text; summarize using key details.</li></ul>
Grade 5	<ul style="list-style-type: none"><li>• Determine and analyze the development of a theme within a text; summarize using key details.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</li></ul>
Grade 7	<ul style="list-style-type: none"><li>• Determine one or more themes and analyze the development; provide an objective summary.</li></ul>
Grade 8	<ul style="list-style-type: none"><li>• Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.</li></ul>
English 1	<ul style="list-style-type: none"><li>• Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li></ul>
English 2	<ul style="list-style-type: none"><li>• Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li></ul>
English 3	<ul style="list-style-type: none"><li>• Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.</li></ul>
English 4	<ul style="list-style-type: none"><li>• Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide an objective summary.</li></ul>

**Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats and in visual, auditory, and kinesthetic modalities.**

Kindergarten	<ul style="list-style-type: none"> <li>• With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.</li> <li>• Read or listen closely to compare familiar texts.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.</li> <li>• Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Retell the sequence of major events using key details; determine the theme in a text heard or read.</li> <li>• Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Explain how illustrations contribute to create mood or emphasize aspects of character or setting.</li> <li>• Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Explore similarities and differences among textual, dramatic, visual, or oral presentations.</li> <li>• Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.</li> <li>• Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text.</li> <li>• Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Interpret how a literary text relates to diverse media with an emphasis on the effect various media techniques have on ideas, themes, and topics.</li> <li>• Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period in order to understand how authors use or alter history for rhetorical effect.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.</li> <li>• Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Trace the development of a common theme in two different artistic mediums.</li> <li>• Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Trace the development of a common theme across media, modality, and format.</li> <li>• Explain how literary texts and related media allude to themes and archetypes from historical and cultural traditions.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Analyze the development of theme across diverse media, modality, and format.</li> <li>• Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.</li> </ul>

English 4	<ul style="list-style-type: none"><li>• Analyze the development of theme across diverse media, modality, and format.</li><li>• Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.</li></ul>
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**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

Kindergarten	<p>With guidance and support, read or listen closely to:</p> <ul style="list-style-type: none"> <li>• describe characters and their actions;</li> <li>• compare characters’ experiences to those of the reader;</li> <li>• describe setting;</li> <li>• identify the problem and solution; and</li> <li>• identify the cause of an event.</li> </ul>
Grade 1	<p>Read or listen closely to:</p> <ul style="list-style-type: none"> <li>• describe characters’ actions and feelings;</li> <li>• compare and contrast characters’ experiences to those of the reader;</li> <li>• describe setting;</li> <li>• identify the plot including problem and solution; and</li> <li>• describe cause and effect relationships.</li> </ul>
Grade 2	<p>Read or listen closely to:</p> <ul style="list-style-type: none"> <li>• compare and contrast characters’ actions, feelings, and responses to major events or challenges;</li> <li>• describe how cultural context influences characters, setting, and the development of the plot; and</li> <li>• explain how cause and effect relationships affect the development of plot.</li> </ul>
Grade 3	<p>Use text evidence to:</p> <ul style="list-style-type: none"> <li>• describe characters’ traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and</li> <li>• explain the influence of cultural and historical context on characters, setting, and plot development.</li> </ul>
Grade 4	<p>Use text evidence to:</p> <ul style="list-style-type: none"> <li>• explain how conflicts cause the characters to change or revise plans while moving toward resolution; and</li> <li>• explain the influence of cultural, historical, and social context on characters, setting, and plot development.</li> </ul>
Grade 5	<p>Cite evidence within text to:</p> <ul style="list-style-type: none"> <li>• analyze two or more characters, events, or settings in a text and explain the impact on the plot; and</li> <li>• explain the influence of cultural, historical, social, and political context on characters, setting, and plot development.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot, and characters.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot, and characters.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.</li> </ul>

English 3	<ul style="list-style-type: none"><li>• Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.</li></ul>
English 4	<ul style="list-style-type: none"><li>• Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.</li></ul>

## **Language, Craft, and Structure (LCS)**

**Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

Kindergarten	<ul style="list-style-type: none"><li>• With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.</li><li>• With guidance and support, identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</li></ul>
Grade 1	<ul style="list-style-type: none"><li>• Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.</li><li>• Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</li></ul>
Grade 2	<ul style="list-style-type: none"><li>• Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.</li><li>• Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.</li></ul>
Grade 3	<ul style="list-style-type: none"><li>• Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.</li><li>• Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</li></ul>
Grade 4	<ul style="list-style-type: none"><li>• Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.</li><li>• Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</li></ul>
Grade 5	<ul style="list-style-type: none"><li>• Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.</li><li>• Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.</li><li>• Analyze the author’s word and convention choices and draw conclusions about how they impact meaning and tone.</li></ul>
Grade 7	<ul style="list-style-type: none"><li>• Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.</li><li>• Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.</li></ul>
Grade 8	<ul style="list-style-type: none"><li>• Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li><li>• Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.</li></ul>

English 1	<ul style="list-style-type: none"> <li>• Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.</li> <li>• Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.</li> <li>• Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.</li> <li>• Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.</li> <li>• Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.</li> </ul>

**Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

Kindergarten	<ul style="list-style-type: none"> <li>• With guidance and support, ask and answer questions about known and unknown words.</li> <li>• With guidance and support, identify new meanings for familiar words and apply them accurately.</li> <li>• With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.</li> <li>• With guidance and support, identify the individual words used to form a compound word.</li> <li>• With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.</li> <li>• With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Ask and answer questions about known and unknown words.</li> <li>• Identify new meanings for familiar words and apply them accurately.</li> <li>• Use inflectional endings and affixes to determine the meaning of unknown words.</li> <li>• Identify the individual words used to form a compound word.</li> <li>• Use print and multimedia resources to explore word relationships and nuances in word meanings.</li> <li>• Use words and phrases acquired through talk and text; explore nuances of words and phrases.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Use context to determine the meaning of words and phrases.</li> <li>• Determine the meaning of a newly formed word when a known affix is added to a known word.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Use the meanings of individual words to predict the meaning of compound words.</li> <li>• Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.</li> <li>• Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Use paragraph-level context to determine the meaning of words and phrases.</li> <li>• Determine the meaning of a word when an affix is added to a base word.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Use the meanings of individual words to predict the meaning of compound words.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</li> </ul>

Grade 4	<ul style="list-style-type: none"> <li>• Use definitions, examples, and restatements to determine the meaning of words or phrases.</li> <li>• Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Use the meanings of individual words to predict the meaning of compound words.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Use cause and effect relationships and comparisons to determine the meaning of words or phrases.</li> <li>• Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Use the meanings of individual words to predict the meaning of compound words.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Use the overall meaning of a text or a word’s position or function to determine the meaning of a word or phrase.</li> <li>• Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Use the meanings of individual words to predict the meaning of compound words.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Use context clues to determine meanings of words and phrases.</li> <li>• Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Use the meanings of individual words to predict the meaning of compound words.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>

Grade 8	<ul style="list-style-type: none"> <li>• Use context clues to determine meanings of words and phrases.</li> <li>• Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Use the meanings of individual words to predict the meaning of compound words.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Use context clues to determine meanings of words and phrases.</li> <li>• Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Use the meanings of individual words to predict the meaning of compound words.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Use context clues to determine meanings of words and phrases.</li> <li>• Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Use the meanings of individual words to predict the meaning of compound words.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Use context clues to determine meanings of words and phrases.</li> <li>• Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Use the meanings of individual words to predict the meaning of compound words.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>

English 4	<ul style="list-style-type: none"><li>• Use context clues to determine meanings of words and phrases.</li><li>• Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</li><li>• Use a base word to determine the meaning of an unknown word with the same base.</li><li>• Use the meanings of individual words to predict the meaning of compound words.</li><li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li><li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li></ul>
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**Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.**

Kindergarten	<ul style="list-style-type: none"> <li>• Identify the author and illustrator and define the role of each.</li> <li>• Identify who is telling the story, the narrator or characters.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Identify the author’s purpose – to explain, entertain, inform, or convince.</li> <li>• Distinguish who is telling the story at various points in a text, the narrator or characters.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Identify and analyze the author’s purpose.</li> <li>• Recognize differences between the points of view and perspectives of the narrator and various characters.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Explain the differences between first and third person points of view.</li> <li>• Compare and contrast the reader’s point of view to that of the narrator or a character.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Compare and contrast first and third person points of view; determine how an author’s choice of point of view influences the content and meaning.</li> <li>• Compare and contrast the reader’s point of view to that of the narrator or a character.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Explain how the author’s choice of the point of view of a narrator or character impacts content, meaning, and how events are described.</li> <li>• Compare and contrast the reader’s point of view to that of the narrator or a character.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Explain how an author’s development of the point of view of the narrator or speaker impacts content, meaning, and style.</li> <li>• Compare and contrast the reader’s point of view to that of the narrator or a character.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Analyze how an author develops and contrasts points of view to impact content, meaning, and style.</li> <li>• Compare and contrast the reader’s point of view to that of the narrator or a character.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Analyze how the author’s development of perspectives of the characters and the reader create suspense or humor.</li> <li>• Compare and contrast the reader’s point of view to that of the narrator or a character.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.</li> <li>• Compare and contrast the reader’s point of view to that of the narrator or a character.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.</li> <li>• Compare and contrast the reader’s point of view to that of the narrator or a character.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Analyze how point of view and author’s perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.</li> <li>• Compare and contrast the reader’s point of view to that of the narrator or a character.</li> </ul>

English 4	<ul style="list-style-type: none"><li>• Analyze how point of view and author’s perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.</li><li>• Compare and contrast the reader’s point of view to that of the narrator or a character.</li></ul>
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**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

Kindergarten	<ul style="list-style-type: none"> <li>Recognize and sort types of literary texts.</li> <li>Recognize the crafted text structure of recurring phrases.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>Classify literary texts according to characteristics of a genre.</li> <li>Recognize how the author uses crafted text structures of recurring phrases and dialogue.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.</li> <li>Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.</li> <li>Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</li> <li>Determine characteristics of crafted text structures and describe why an author uses these structures.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.</li> <li>Compare how different crafted text structures contribute to meaning and impact the reader.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>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.</li> <li>Compare and contrast how different text structures contribute to meaning and impact the reader.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.</li> <li>Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.</li> <li>Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise, citing support from the text.</li> <li>Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise, citing support from the text.</li> <li>Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects.</li> </ul>

English 3	<ul style="list-style-type: none"> <li>• Analyze the relationships among structure, plot, and manipulation of time to determine how meaning is derived citing support from the text.</li> <li>• Analyze how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Evaluate various texts to formulate a theory regarding the author's use of structure, plot, and manipulation of time, citing support from text.</li> <li>• Critique how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects.</li> </ul>

### **Range and Complexity (RC)**

**Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex texts over time.**

Kindergarten	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time to build stamina.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>
Grade 1	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time to build stamina.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>
Grade 2	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time to build stamina.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>
Grade 3	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time to build stamina.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>
Grade 4	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time to build stamina.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>
Grade 5	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time to build stamina.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time to build stamina.</li><li>• Read and respond to grade level text to become self-directed, critical readers and thinkers.</li></ul>
Grade 7	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time to build stamina.</li><li>• Read and respond to grade level text to become self-directed, critical readers and thinkers.</li></ul>
Grade 8	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time to build stamina.</li><li>• Read and respond to grade level text to become self-directed, critical readers and thinkers.</li></ul>
English 1	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time to build stamina.</li><li>• Read and respond to grade level text to become self-directed, critical readers and thinkers.</li></ul>

English 2	<ul style="list-style-type: none"> <li>• Engage in whole and small group reading with purpose and understanding.</li> <li>• Read independently for sustained periods of time to build stamina.</li> <li>• Read and respond to grade level text to become self-directed, critical readers and thinkers.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Engage in whole and small group reading with purpose and understanding.</li> <li>• Read independently for sustained periods of time to build stamina.</li> <li>• Read and respond to grade level text to become self-directed, critical readers and thinkers.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Engage in whole and small group reading with purpose and understanding.</li> <li>• Read independently for sustained periods of time to build stamina.</li> <li>• Read and respond to grade level text as self-directed, critical readers and thinkers.</li> </ul>

# Reading – Informational Text (RI)

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## Principles of Reading (P)

**Standard 1: Demonstrate understanding of the organization and basic features of print (concepts of print).**

Kindergarten	<ul style="list-style-type: none"><li>• Follow words from left to right, top to bottom, and front to back.</li><li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>• Understand that words are separated by spaces in print.</li><li>• Recognize and name all upper- and lowercase letters of the alphabet.</li></ul>
Grade 1	<ul style="list-style-type: none"><li>• Recognize the distinguishing features of a sentence.</li><li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>• Understand that words are separated by spaces in print.</li><li>• Recognize and name all upper- and lowercase letters of the alphabet.</li></ul>
Grade 2 – English 4	<ul style="list-style-type: none"><li>• Recognize the distinguishing features of a sentence.</li><li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>• Understand that words are separated by spaces in print.</li><li>• Recognize and name all upper- and lowercase letters of the alphabet.</li></ul>

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemic awareness).**

Kindergarten	<ul style="list-style-type: none"> <li>• Recognize and produce rhyming words.</li> <li>• Count, pronounce, blend, and segment syllables in spoken words.</li> <li>• Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>• Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.</li> <li>• Add or substitute individual sounds in simple, one-syllable words to make new words.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>• Produce single-syllable words by blending sounds, including consonant blends in spoken words.</li> <li>• Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.</li> <li>• Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>• Add or substitute individual sounds in simple, one-syllable words to make new words.</li> </ul>
Grade 2 – English 4	<ul style="list-style-type: none"> <li>• Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>• Produce single-syllable words by blending sounds, including consonant blends in spoken words.</li> <li>• Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.</li> <li>• Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>• Add or substitute individual sounds in simple, one-syllable words to make new words.</li> </ul>

**Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words (phonics).**

Kindergarten	<ul style="list-style-type: none"> <li>• Produce one-to-one letter-sound correspondences for each consonant.</li> <li>• Associate long and short sounds of the five major vowels with their common spellings.</li> <li>• Read regularly spelled one-syllable words.</li> <li>• Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.</li> <li>• Read common high-frequency words.</li> <li>• Recognize grade-appropriate irregularly spelled words.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Demonstrate the sound correspondences for common consonant blends and digraphs.</li> <li>• Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.</li> <li>• Read a two-syllable word by breaking the word into syllables.</li> <li>• Use final -e and common vowel team conventions to read words with long vowel sounds.</li> <li>• Read words with inflectional endings.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Use knowledge of r-controlled vowels to read.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>

Grade 5	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>

English 2	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li> <li>• Use knowledge of how syllables work to read multisyllabic words.</li> <li>• Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</li> <li>• Use and apply knowledge of vowel diphthongs.</li> <li>• Use and apply knowledge of how inflectional endings change words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

Kindergarten	<ul style="list-style-type: none"> <li>• Read emergent-reader texts with purpose and understanding.</li> <li>• Read emergent texts orally with accuracy, appropriate rate, and expression.</li> <li>• Use picture cues to confirm or self-correct word recognition and understanding.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding rereading as necessary.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding rereading as necessary.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding rereading as necessary.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding rereading as necessary.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding rereading as necessary.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding rereading as necessary.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding rereading as necessary.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding rereading as necessary.</li> </ul>

English 1	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Read grade-level texts with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.</li> </ul>

## **Meaning and Context (MC)**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

Kindergarten	<ul style="list-style-type: none"><li>• With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</li><li>• With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</li></ul>
Grade 1	<ul style="list-style-type: none"><li>• Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</li><li>• Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</li></ul>
Grade 2	<ul style="list-style-type: none"><li>• Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>
Grade 3	<ul style="list-style-type: none"><li>• Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>
Grade 4	<ul style="list-style-type: none"><li>• Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>
Grade 5	<ul style="list-style-type: none"><li>• Quote accurately from a text to analyze meaning in and beyond the text.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>
Grade 7	<ul style="list-style-type: none"><li>• Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>
Grade 8	<ul style="list-style-type: none"><li>• Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>• Make predictions before and during reading; confirm or modify thinking.</li></ul>
English 1	<ul style="list-style-type: none"><li>• Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</li></ul>
English 2	<ul style="list-style-type: none"><li>• Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</li></ul>
English 3	<ul style="list-style-type: none"><li>• Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.</li></ul>
English 4	<ul style="list-style-type: none"><li>• Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.</li></ul>

**Standard 6: Summarize key details and ideas to support analysis of central ideas.**

Kindergarten	<ul style="list-style-type: none"> <li>• With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Retell the central idea and key details to summarize a text heard, read, or viewed.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Summarize multi-paragraph texts using key details to support the central idea.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Summarize multi-paragraph texts using key details to support the central idea.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Summarize a text with two or more central ideas; cite key supporting details.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Provide an objective summary of a text with two or more central ideas; cite key supporting details.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.</li> </ul>

**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and visual, auditory, and kinesthetic modalities.**

Kindergarten	<ul style="list-style-type: none"> <li>• With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Compare and contrast diverse texts on the same topic, idea, or concept.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Analyze how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Evaluate how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.</li> </ul>

## **Language, Craft, and Structure (LCS)**

**Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures and how their relationships shape meaning and tone in print and multimedia texts.**

Kindergarten	<ul style="list-style-type: none"><li>• With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.</li><li>• With guidance and support, use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.</li></ul>
Grade 1	<ul style="list-style-type: none"><li>• Identify words, phrases, illustrations, and photographs used to provide information.</li><li>• Use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.</li></ul>
Grade 2	<ul style="list-style-type: none"><li>• Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.</li><li>• Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.</li></ul>
Grade 3	<ul style="list-style-type: none"><li>• Explain how the author uses words and phrases to inform, explain, or describe.</li><li>• Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.</li></ul>
Grade 4	<ul style="list-style-type: none"><li>• Determine how the author uses words and phrases to shape and clarify meaning.</li><li>• Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.</li></ul>
Grade 5	<ul style="list-style-type: none"><li>• Analyze how the author uses words and phrases to shape and clarify meaning.</li><li>• Apply knowledge of text features in multiple sources to gain meaning or solve a problem.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.</li><li>• Identify text features and structures that support an author’s ideas or claim.</li></ul>
Grade 7	<ul style="list-style-type: none"><li>• Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.</li><li>• Determine the impact of text features and structures on an author’s ideas or claim.</li></ul>
Grade 8	<ul style="list-style-type: none"><li>• Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.</li><li>• Analyze the impact of text features and structures on authors’ similar ideas or claims about the same topic.</li></ul>
English 1	<ul style="list-style-type: none"><li>• Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.</li><li>• Determine how an author uses text features and structures to shape meaning and tone.</li></ul>
English 2	<ul style="list-style-type: none"><li>• Determine the figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.</li><li>• Explain how the author’s meaning and tone are developed and refined by text features and structures.</li></ul>

English 3	<ul style="list-style-type: none"> <li>• Determine the figurative, connotative, or technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.</li> <li>• Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.</li> <li>• Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.</li> </ul>

**Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

Kindergarten	<ul style="list-style-type: none"> <li>• With guidance and support, ask and answer questions about known and unknown words.</li> <li>• With guidance and support, identify new meanings for familiar words and apply them accurately.</li> <li>• With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.</li> <li>• With guidance and support, use print and multimedia resources to explore word relationships and meanings.</li> <li>• With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Ask and answer questions about known and unknown words in a text.</li> <li>• Identify new meanings for familiar words and apply them accurately.</li> <li>• Use inflectional endings and affixes to determine the meaning of unknown words.</li> <li>• Use print and multimedia resources to explore word relationships and meanings.</li> <li>• Use words and phrases acquired through talk and text; explore nuances of words and phrases.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Use context to determine the meaning of words and phrases.</li> <li>• Determine the meaning of a newly formed word when a known affix is added to the word.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.</li> <li>• Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Use paragraph-level context to determine the meaning of words and phrases.</li> <li>• Determine the meaning of a word when an affix is added to a base word.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Use definitions, examples, and restatements to determine the meaning of words or phrases.</li> <li>• Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>

Grade 5	<ul style="list-style-type: none"> <li>• Use the overall meaning of a text or word’s position or function to determine the meaning of a word or phrase.</li> <li>• Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.</li> <li>• Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.</li> <li>• Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.</li> <li>• Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>

English 1	<ul style="list-style-type: none"> <li>• Use context clues to determine meanings of words and phrases.</li> <li>• Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Use context clues to determine meanings of words and phrases.</li> <li>• Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Use context clues to determine meanings of words and phrases.</li> <li>• Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Use context clues to determine meanings of words and phrases.</li> <li>• Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.</li> <li>• Use a base word to determine the meaning of an unknown word with the same base.</li> <li>• Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> <li>• Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</li> </ul>

**Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning and style.**

Kindergarten	<ul style="list-style-type: none"> <li>• Identify the author and illustrator and define the role of each.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Identify the author’s purpose – to explain, entertain, inform, or convince.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Identify and analyze the author’s purpose.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• State the author’s purpose; distinguish one’s own perspective from that of the author.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Identify and describe the difference between a primary and secondary account of the same event or topic.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Compare and contrast a primary and secondary account of the same event or topic.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Determine an author’s perspective or purpose and analyze how the author distinguishes his/her position from others.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Determine an author’s perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</li> </ul>

**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**

Kindergarten	<ul style="list-style-type: none"> <li>• With guidance and support, explore informational text structures within texts heard or read.</li> <li>• With guidance and support, identify the reasons an author gives to support a position.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.</li> <li>• Identify the reasons an author gives to support a position.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.</li> <li>• Identify the structures an author uses to support specific points.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Identify problem and solution, description, and question and answer structures to locate information and gain meaning.</li> <li>• Describe the structures an author uses to support specific points.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Apply knowledge of text structures to describe how structures contribute to meaning.</li> <li>• Explain how an author uses reasons and evidence to support particular points.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Apply knowledge of text structures across multiple texts to locate information and gain meaning.</li> <li>• Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Identify text features and structures that support an author’s idea or claim.</li> <li>• Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not supported.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Determine the impact of text features and structures on an author’s ideas or claims.</li> <li>• 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.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Analyze the impact of text features and structures on authors’ similar ideas or claims about the same topic.</li> <li>• Analyze 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.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Explain how the author’s ideas or claims are supported through the use of text features and structures.</li> <li>• Analyze 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.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Analyze in detail how the author’s ideas or claims are supported through the use of text features and structures.</li> <li>• Analyze 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.</li> </ul>

English 3	<ul style="list-style-type: none"><li>• Evaluate the effectiveness of the author’s use of text features and structures to support a claim.</li><li>• Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.</li></ul>
English 4	<ul style="list-style-type: none"><li>• Compare and contrast the effectiveness of authors’ uses of text features and structures to support similar claims.</li><li>• Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.</li></ul>

## Range and Complexity

**Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.**

Kindergarten	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>
Grade 1	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>
Grade 2	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>
Grade 3	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>
Grade 4	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>
Grade 5	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>
Grade 7	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>
Grade 8	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>
English 1	<ul style="list-style-type: none"><li>• Engage in whole and small group reading with purpose and understanding.</li><li>• Read independently for sustained periods of time.</li><li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li></ul>

English 2	<ul style="list-style-type: none"> <li>• Engage in whole and small group reading with purpose and understanding.</li> <li>• Read independently for sustained periods of time.</li> <li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Engage in whole and small group reading with purpose and understanding.</li> <li>• Read independently for sustained periods of time.</li> <li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Engage in whole and small group reading with purpose and understanding.</li> <li>• Read independently for sustained periods of time.</li> <li>• Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</li> </ul>

# Writing (W)

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## **Meaning, Context, and Craft (MCC)**

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

Kindergarten	<ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.</li> <li>• With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.</li> <li>• Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.</li> <li>• Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.</li> </ul>
Grade 3	<p>Write opinion pieces that:</p> <ol style="list-style-type: none"> <li>a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. organize supporting reasons logically;</li> <li>d. use transitional words or phrases to connect opinions and reasons;</li> <li>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>f. use paraphrasing and original language to avoid plagiarism; and</li> <li>g. provide a concluding statement or section.</li> </ol>
Grade 4	<p>Write opinion pieces that:</p> <ol style="list-style-type: none"> <li>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;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. provide reasons supported by facts and details;</li> <li>d. use transitional words or phrases to connect opinions and reasons;</li> <li>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>f. use paraphrasing, quotations, and original language to avoid plagiarism; and</li> <li>g. provide a concluding statement or section related to the opinion presented.</li> </ol>
Grade 5	<p>Write arguments that:</p> <ol style="list-style-type: none"> <li>a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer’s purpose;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. provide logically ordered reasons supported by relevant facts and details;</li> <li>d. use transitional words, phrases, and clauses to connect claim and reasons;</li> <li>e. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>f. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and</li> <li>g. provide a concluding statement or section related to the claim presented.</li> </ol>

Grade 6	<p>Write arguments that:</p> <ol style="list-style-type: none"> <li>a. introduce a focused claim and organize reasons and evidence clearly;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;</li> <li>d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;</li> <li>e. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources;</li> <li>g. establish and maintain a formal style; and</li> <li>h. provide a conclusion that follows from and supports the argument.</li> </ol>
Grade 7	<p>Write arguments that:</p> <ol style="list-style-type: none"> <li>a. introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;</li> <li>d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;</li> <li>e. develop the claim providing credible evidence and data for each;</li> <li>f. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;</li> <li>h. establish and maintain a formal style and objective tone; and</li> <li>i. provide a concluding statement or section that follows from and supports the argument.</li> </ol>
Grade 8	<p>Write arguments that:</p> <ol style="list-style-type: none"> <li>a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;</li> <li>d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;</li> <li>e. develop the claim and counterclaims providing credible evidence and data for each;</li> <li>f. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;</li> <li>h. establish and maintain a formal style and objective tone; and</li> <li>i. provide a concluding statement or section that follows from and supports the argument.</li> </ol>

English 1	<p>Write arguments that:</p> <ol style="list-style-type: none"> <li>a. introduce a precise claim and differentiate between the claim and counterclaims;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. assess the credibility and accuracy of each source;</li> <li>d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;</li> <li>e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;</li> <li>f. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</li> <li>h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</li> <li>i. provide a concluding statement or section that follows from and supports the argument presented; and</li> <li>j. include a call to action.</li> </ol>
English 2	<p>Write arguments that:</p> <ol style="list-style-type: none"> <li>a. introduce a precise claim and differentiate between the claim and counterclaims;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. assess the credibility and accuracy of each source;</li> <li>d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;</li> <li>e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;</li> <li>f. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</li> <li>h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</li> <li>i. provide a concluding statement or section that follows from and supports the argument presented; and</li> <li>j. include a call to action.</li> </ol>

English 3	<p>Write arguments that:</p> <ol style="list-style-type: none"> <li>a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. assess the credibility and accuracy of each source;</li> <li>d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;</li> <li>e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases;</li> <li>f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;</li> <li>g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;</li> <li>h. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>i. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</li> <li>j. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</li> <li>k. provide a concluding statement or section that follows from and supports the argument presented; and</li> <li>l. include a call to action.</li> </ol>
English 4	<p>Write arguments that:</p> <ol style="list-style-type: none"> <li>a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. assess the credibility and accuracy of each source;</li> <li>d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;</li> <li>e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases;</li> <li>f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;</li> <li>g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;</li> <li>h. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>i. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</li> <li>j. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</li> <li>k. provide a concluding statement or section that follows from and supports the argument presented; and</li> <li>l. include a call to action.</li> </ol>

**Standard 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.**

Kindergarten	<ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.</li> <li>• With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.</li> <li>• Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>• Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.</li> </ul>
Grade 3	<p>Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>a. introduce a topic and group related information together;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. include illustrations to aid comprehension;</li> <li>d. develop the topic with facts, definitions, and details;</li> <li>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>f. use paraphrasing and original language to avoid plagiarism;</li> <li>g. use transition words and phrases to connect ideas within categories of information;</li> <li>h. develop a style and tone authentic to the purpose; and</li> <li>i. provide a concluding statement or section.</li> </ol>
Grade 4	<p>Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>a. introduce a topic clearly;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. group related information in paragraphs and sections;</li> <li>d. include formatting, illustrations, and multimedia to aid comprehension;</li> <li>e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</li> <li>f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>g. use paraphrasing, quotations, and original language to avoid plagiarism;</li> <li>h. link ideas within categories of information using words and phrases;</li> <li>i. use precise language and domain-specific vocabulary to inform or explain the topic;</li> <li>j. develop a style and tone authentic to the purpose; and</li> <li>k. provide a concluding statement or section related to the information or explanation presented.</li> </ol>

Grade 5	<p>Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>a. introduce a topic clearly;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. provide a general observation and focus;</li> <li>d. group related information logically;</li> <li>e. use credible sources;</li> <li>f. include formatting, illustrations, and multimedia to aid comprehension;</li> <li>g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</li> <li>h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism;</li> <li>j. link ideas within and across categories of information using words, phrases, and clauses;</li> <li>k. use precise language and domain-specific vocabulary to inform or explain the topic;</li> <li>l. develop a style and tone authentic to the purpose; and</li> <li>m. provide a concluding statement or section related to the information or explanation presented.</li> </ol>
Grade 6	<p>Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>a. introduce a focused topic;</li> <li>b. use relevant information from multiple print and digital sources;</li> <li>c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;</li> <li>d. use credible sources;</li> <li>e. include formatting, graphics, and multimedia to aid comprehension;</li> <li>f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</li> <li>g. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>h. paraphrase, quote, and summarize to avoid plagiarism;</li> <li>i. follow a standard format for citation;</li> <li>j. use appropriate transitions to clarify the relationships among ideas and concepts;</li> <li>k. use precise language and domain-specific vocabulary to inform or explain the topic;</li> <li>l. establish and maintain a style and tone authentic to the purpose; and</li> <li>m. provide a concluding statement or section that follows the information or explanation presented.</li> </ol>

Grade 7	<p>Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>a. introduce a topic clearly, previewing what is to follow;</li> <li>b. use relevant information from multiple print and digital sources;</li> <li>c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;</li> <li>d. use credible sources;</li> <li>e. include formatting, graphics, and multimedia to aid comprehension;</li> <li>f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</li> <li>g. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>h. paraphrase, quote, and summarize to avoid plagiarism;</li> <li>i. follow a standard format for citation;</li> <li>j. use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts;</li> <li>k. use precise language and domain-specific vocabulary to inform or explain the topic;</li> <li>l. establish and maintain a style and tone authentic to the purpose; and</li> <li>m. provide a concluding statement or section that follows and supports the information or explanation presented.</li> </ol>
Grade 8	<p>Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. use relevant information from multiple print and digital sources;</li> <li>c. organize ideas, concepts, and information into broader categories;</li> <li>d. assess the credibility of each source;</li> <li>e. include formatting, graphics, and multimedia to aid comprehension;</li> <li>f. develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;</li> <li>g. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>h. paraphrase, quote, and summarize to avoid plagiarism;</li> <li>i. follow a standard format for citation;</li> <li>j. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;</li> <li>k. use precise language and domain-specific vocabulary to explain the topic;</li> <li>l. establish and maintain a style and tone authentic to the purpose; and</li> <li>m. provide a concluding statement or section that follows and supports the information or explanation presented.</li> </ol>

English 1	<p>Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. organize complex ideas, concepts, and information to make connections and distinctions;</li> <li>d. assess the credibility and accuracy of each source;</li> <li>e. include formatting, graphics, and multimedia to aid comprehension as needed;</li> <li>f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;</li> <li>g. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</li> <li>i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</li> <li>j. use precise language and domain-specific vocabulary to manage the complexity of the topic;</li> <li>k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</li> <li>l. provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
English 2	<p>Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. organize complex ideas, concepts, and information to make connections and distinctions;</li> <li>d. assess the credibility and accuracy of each source;</li> <li>e. include formatting, graphics, and multimedia to aid comprehension as needed;</li> <li>f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;</li> <li>g. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</li> <li>i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</li> <li>j. use precise language and domain-specific vocabulary to manage the complexity of the topic;</li> <li>k. establish and maintain a consistent style and objective tone while attending norms and conventions of the discipline; and</li> <li>l. provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>

English 3	<p>Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;</li> <li>d. assess the credibility and accuracy of each source;</li> <li>e. include formatting, graphics, and multimedia to aid as needed;</li> <li>f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;</li> <li>g. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</li> <li>i. 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;</li> <li>j. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;</li> <li>k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</li> <li>l. provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
English 4	<p>Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;</li> <li>d. assess the credibility and accuracy of each source;</li> <li>e. include formatting, graphics, and multimedia to aid as needed;</li> <li>f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;</li> <li>g. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</li> <li>i. 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;</li> <li>j. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;</li> <li>k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</li> <li>l. provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>

**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

Kindergarten	<ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.</li> <li>• With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Explore multiple texts to write narratives that recount two or more sequenced events; include details, use temporal words to signal event order, and provide a sense of closure.</li> <li>• Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; provide a sense of closure.</li> <li>• Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.</li> </ul>
Grade 3	<p>Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</li> <li>b. establish a situation and introduce a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally;</li> <li>d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;</li> <li>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>f. use temporal words and phrases to signal event order;</li> <li>g. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and</li> <li>h. provide a sense of closure.</li> </ol>
Grade 4	<p>Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</li> <li>b. orient the reader by establishing a situation and introducing a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally;</li> <li>d. use dialogue and description to develop experiences and events or show the responses of characters to situations;</li> <li>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>f. use a variety of transitional words and phrases to manage the sequence of events;</li> <li>g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and</li> <li>h. provide a conclusion that follows from the narrated experiences or events.</li> </ol>

Grade 5	<p>Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</li> <li>b. orient the reader by establishing a situation and introducing a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally;</li> <li>d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations;</li> <li>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>f. use a variety of transitional words, phrases, and clauses to manage the sequence of events;</li> <li>g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and</li> <li>h. provide a conclusion that follows from the narrated experiences or events.</li> </ol>
Grade 6	<p>Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences;</li> <li>b. engage and orient the reader by establishing a context and introducing a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally and logically;</li> <li>d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;</li> <li>e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;</li> <li>f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and</li> <li>h. provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>
Grade 7	<p>Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;</li> <li>b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally and logically;</li> <li>d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;</li> <li>e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;</li> <li>f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events and develop characters; and</li> <li>h. provide a conclusion that follows from and reflects on narrated experiences or events.</li> </ol>

Grade 8	<p>Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;</li> <li>b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally and logically;</li> <li>d. use dialogue, pacing, manipulation of time, and reflection, to develop experiences, events, and/or characters;</li> <li>e. use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events;</li> <li>f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events, and develop characters; and</li> <li>h. provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>
English 1	<p>Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences;</li> <li>b. 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;</li> <li>c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;</li> <li>d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;</li> <li>e. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</li> <li>g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
English 2	<p>Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences;</li> <li>b. 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;</li> <li>c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;</li> <li>d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;</li> <li>e. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</li> <li>g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>

English 3	<p>Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences;</li> <li>b. 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;</li> <li>c. create a smooth progression of experiences or events;</li> <li>d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;</li> <li>e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;</li> <li>f. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>g. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</li> <li>h. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
English 4	<p>Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences;</li> <li>b. 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;</li> <li>c. create a smooth progression of experiences or events;</li> <li>d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;</li> <li>e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;</li> <li>f. develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>g. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</li> <li>h. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>

## Language (L)

**Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**

Kindergarten	<p>With guidance and support:</p> <ul style="list-style-type: none"><li>• use nouns;</li><li>• form regular plural nouns orally by adding /s/ or /es/;</li><li>• understand and use interrogatives;</li><li>• use verbs;</li><li>• use adjectives;</li><li>• use prepositional phrases;</li><li>• use conjunctions; and</li><li>• produce and expand complete sentences.</li></ul>
Grade 1	<ul style="list-style-type: none"><li>• Use common, proper, and possessive nouns.</li><li>• Use singular and plural nouns with matching verbs in basic sentences.</li><li>• Use personal, possessive, and indefinite pronouns.</li><li>• Use verbs to convey a sense of past, present, and future.</li><li>• Use adjectives and adverbs.</li><li>• Use prepositional phrases.</li><li>• Use conjunctions.</li><li>• Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</li></ul>
Grade 2	<ul style="list-style-type: none"><li>• Use collective nouns.</li><li>• Form and use frequently occurring irregular plural nouns.</li><li>• Use reflexive pronouns.</li><li>• Form and use the past tense of frequently occurring irregular verbs.</li><li>• Use adjectives and adverbs, and choose between them depending on what is to be modified.</li><li>• Use positional, time, and place prepositional phrases.</li><li>• Use conjunctions.</li><li>• Produce, expand, and rearrange complete simple and compound sentences.</li></ul>
Grade 3	<ul style="list-style-type: none"><li>• Show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs.</li><li>• Form and use regular and irregular plural nouns; use abstract nouns.</li><li>• Form and use regular and irregular verbs.</li><li>• Form and use the simple verb tenses.</li><li>• Ensure subject-verb and pronoun-antecedent agreement.</li><li>• Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li><li>• Form and use prepositional phrases.</li><li>• Use coordinating and subordinating conjunctions.</li><li>• Produce simple, compound, and complex sentences.</li></ul>

Grade 4	<ul style="list-style-type: none"> <li>• Use relative pronouns and relative adverbs.</li> <li>• Form and use the progressive verb tenses.</li> <li>• Use modal auxiliaries to convey various conditions.</li> <li>• Use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense.</li> <li>• Order adjectives within sentences according to conventional patterns.</li> <li>• Explore using prepositional phrases in different positions within a sentence.</li> <li>• Use coordinating and subordinating conjunctions.</li> <li>• Use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Use frequently confused homonyms correctly.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Show knowledge of the function of conjunctions, prepositions, and interjections.</li> <li>• Form and use the perfect verb tenses.</li> <li>• Use verb tense to convey various times, sequences, states, and conditions.</li> <li>• Recognize and use appropriate continuity or shifts in verb tense.</li> <li>• Use correlative conjunctions.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Ensure that subjective, objective possessive pronouns are in the proper case.</li> <li>• Use intensive pronouns.</li> <li>• Recognize and use appropriate continuity and shifts in pronoun number and person.</li> <li>• Recognize and correct pronouns with unclear or ambiguous antecedents.</li> <li>• Recognize variations from standard English in one's own and others' writing.</li> <li>• Identify and use strategies to improve expression in conventional language.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Show knowledge of the function of phrases and clauses in general and their function in specific sentences.</li> <li>• Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>• Use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Show knowledge of the function of gerunds, participles, and infinitives and their functions in particular sentences.</li> <li>• Form and use verbs in the active and passive voice.</li> <li>• Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>• Recognize and correct inappropriate shifts in verb voice and mood.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Identify and use gerunds, infinitives, and participles.</li> <li>• Identify and use active and passive verbs.</li> <li>• Explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different messages.</li> <li>• Use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun, relative and adverbial clauses to convey specific meanings and add variety and interest to writing.</li> </ul>

English 2	<ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use verb, noun, prepositional, and verbal phrases to communicate different meanings.</li> <li>• Use independent, dependent, noun, relative and adverbial phrases and clauses to convey shades of meaning and variety.</li> <li>• Use parallel structures to communicate similar ideas.</li> <li>• Use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun, relative and adverbial clauses to convey specific meanings and add variety and interest to writing.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Use verb, noun, prepositional, and verbal phrases to communicate different meanings.</li> <li>• Use independent, dependent, noun, relative and adverbial phrases and clauses to convey shades of meaning and variety.</li> <li>• Demonstrate command of grammar and usage rules.</li> <li>• Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>• Resolve issues of complex or contested usage, consulting references as needed.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>• Resolve issues of complex or contested usage, consulting references as needed.</li> </ul>

**Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Kindergarten	<ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>• Recognize and name end punctuation.</li> <li>• Write letter(s) for familiar consonant and vowel sounds.</li> <li>• Spell simple words phonetically.</li> <li>• Consult print and multimedia resources to check and correct spellings.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Capitalize the first word of a sentence, dates, names, and the pronoun <i>I</i>.</li> <li>• Use periods, question marks, and exclamation marks at the end of a sentence.</li> <li>• Use commas in dates, and to separate items in a series.</li> <li>• Use conventional spelling for words with common spelling patterns.</li> <li>• Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.</li> <li>• Consult print and multimedia resources to check and correct spellings.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Capitalize greetings, months, days of the week, holidays, geographic names, and titles.</li> <li>• Use periods, question marks, or exclamation marks at the end of sentences.</li> <li>• Use commas in greetings and closings of letters, dates, and to separate items in a series.</li> <li>• Use apostrophes to form contractions and singular possessive nouns.</li> <li>• Generalize learned spelling patterns and word families.</li> <li>• Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high-frequency words.</li> <li>• Consult print and multimedia resources to check and correct spellings.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Capitalize appropriate words in titles, historical periods, company names, product names, and special events.</li> <li>• Use apostrophes to form contractions and singular and plural possessives.</li> <li>• Use quotation marks to mark direct speech.</li> <li>• Use commas in locations and addresses to mark direct speech and with coordinating adjectives.</li> <li>• Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</li> <li>• Use spelling patterns and generalizations.</li> <li>• Consult print and multimedia sources to check and correct spellings.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</li> <li>• Use apostrophes to form possessives and contractions.</li> <li>• Use quotation marks and commas to mark direct speech.</li> <li>• Use commas before a coordinating conjunction in a compound sentence.</li> <li>• Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</li> <li>• Use spelling patterns and generalizations.</li> <li>• Consult print and multimedia sources to check and correct spellings.</li> </ul>

Grade 5	<ul style="list-style-type: none"> <li>• Apply correct usage of capitalization.</li> <li>• Use apostrophes and quotation marks.</li> <li>• Use commas for appositives, to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address.</li> <li>• Use commas before a coordinating conjunction in a compound sentence.</li> <li>• Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</li> <li>• Use spelling patterns and generalizations.</li> <li>• Consult print and multimedia sources to check and correct spellings.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Apply correct usage of capitalization.</li> <li>• Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.</li> <li>• Use semicolons to connect main clauses and colons to introduce a list or quotation.</li> <li>• Use commas before a coordinating conjunction in a compound sentence.</li> <li>• Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</li> <li>• Use spelling patterns and generalizations.</li> <li>• Consult print and multimedia sources to check and correct spellings.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Apply correct usage of capitalization.</li> <li>• Use a comma to separate coordinate adjectives.</li> <li>• Use a comma after introductory subordinate clauses.</li> <li>• Use commas before a coordinating conjunction in a compound sentence.</li> <li>• Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</li> <li>• Use spelling patterns and generalizations.</li> <li>• Consult print and multimedia sources to check and correct spellings.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Apply correct usage of capitalization.</li> <li>• Use commas, ellipses, and dashes to indicate a pause, break, or omission.</li> <li>• Use commas before a coordinating conjunction in a compound sentence.</li> <li>• Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</li> <li>• Use spelling patterns and generalizations.</li> <li>• Consult print and multimedia sources to check and correct spellings.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Apply correct usage of capitalization.</li> <li>• Use a semicolon or a conjunctive adverb to link two or more closely related independent clauses.</li> <li>• Use a colon to introduce a list or quotation.</li> <li>• Use commas to separate adjacent, parallel structures.</li> <li>• Use commas before a coordinating conjunction in a compound sentence.</li> <li>• Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</li> <li>• Use spelling patterns and generalizations.</li> <li>• Consult print and multimedia sources to check and correct spellings.</li> </ul>

English 2	<ul style="list-style-type: none"> <li>• Apply correct usage of capitalization.</li> <li>• Use a semicolon or a conjunctive adverb to link two or more closely related independent clauses.</li> <li>• Use a colon to introduce a list or quotation.</li> <li>• Use commas to separate adjacent, parallel structures.</li> <li>• Use commas before a coordinating conjunction in a compound sentence.</li> <li>• Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</li> <li>• Use spelling patterns and generalizations.</li> <li>• Consult print and multimedia sources to check and correct spellings.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Apply correct usage of capitalization.</li> <li>• Use semicolon, colon, and comma conventions.</li> <li>• Use hyphenation conventions.</li> <li>• Use commas before a coordinating conjunction in a compound sentence.</li> <li>• Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</li> <li>• Use spelling patterns and generalizations.</li> <li>• Consult print and multimedia sources to check and correct spellings.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Apply correct usage of capitalization.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</li> <li>• Use commas before a coordinating conjunction in a compound sentence.</li> <li>• Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</li> <li>• Use spelling patterns and generalizations.</li> <li>• Consult print and multimedia sources to check and correct spellings.</li> </ul>

## **Range and Complexity**

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

Kindergarten	<ul style="list-style-type: none"><li>• With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.</li><li>• Print upper- and lower-case letters.</li><li>• Recognize that print moves from left to right and that there are spaces between words.</li><li>• Locate letter keys on an electronic device.</li></ul>
Grade 1	<ul style="list-style-type: none"><li>• Write routinely and persevere in writing tasks for a variety of purposes and audiences.</li><li>• Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</li><li>• Write left to right leaving space between words.</li><li>• Locate letter keys on an electronic device to type simple messages.</li></ul>
Grade 2	<ul style="list-style-type: none"><li>• Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.</li><li>• Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</li><li>• Write left to right leaving space between words.</li><li>• Begin to develop efficient keyboarding skills.</li><li>• Begin to develop cursive writing.</li></ul>
Grade 3	<ul style="list-style-type: none"><li>• Write routinely and persevere in writing tasks; over short and extended time frames; for a range of domain-specific tasks; for a variety of purposes and audiences; and by adjusting the writing process for the task, increasing the length and complexity.</li><li>• Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</li><li>• Write left to right leaving space between words.</li><li>• Continue to develop effective keyboarding skills.</li><li>• Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.</li></ul>
Grade 4 – English 4	<ul style="list-style-type: none"><li>• Write routinely and persevere in writing tasks; over short and extended time frames; for a range of domain-specific tasks; for a variety of purposes and audiences; and by adjusting the writing process for the task, increasing the length and complexity.</li><li>• Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</li><li>• Write left to right leaving space between words.</li><li>• Demonstrate effective keyboarding skills.</li><li>• Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.</li></ul>

# Communication (C)

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## Meaning and Context (MC)

**Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.**

Kindergarten	<ul style="list-style-type: none"> <li>• Explore and create meaning through play, conversation, drama, and story-telling.</li> <li>• Practice the skills of taking turns, listening to others, and speaking clearly.</li> <li>• Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.</li> <li>• Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.</li> <li>• Explain personal ideas and build on the ideas of others by responding and relating to comments made.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Explore and create meaning through conversation, drama, questioning, and story-telling.</li> <li>• Practice the skills of taking turns, listening to others, and speaking clearly.</li> <li>• Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.</li> <li>• Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.</li> <li>• Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Explore and create meaning through conversation, drama, questioning, and story-telling.</li> <li>• Apply the skills of taking turns, listening to others, and speaking clearly.</li> <li>• Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.</li> <li>• Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.</li> <li>• Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Explore and create meaning through conversation and interaction with peers and adults.</li> <li>• Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.</li> <li>• Apply techniques of articulation, volume, eye contact, facial expressions, posture, gestures, and space; take one’s own turn in a respectful way.</li> <li>• Engage in focused conversations about grade-appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.</li> <li>• Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</li> </ul>

Grade 4	<ul style="list-style-type: none"> <li>• Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas, and considering alternate viewpoints.</li> <li>• Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.</li> <li>• Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one’s own turn in a respectful way.</li> <li>• Engage in focused conversations about grade-appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.</li> <li>• Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.</li> <li>• Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.</li> <li>• Apply effective communication techniques and the use of formal or informal voice based on audience and setting.</li> <li>• Engage in focused conversations about grade-appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.</li> <li>• Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.</li> <li>• Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.</li> <li>• Apply effective communication techniques and the use of formal or informal voice based on audience and setting.</li> <li>• Engage in focused conversations about grade-appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts.</li> <li>• Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse perspectives.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.</li> <li>• Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion.</li> <li>• Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks.</li> <li>• Engage in a range of collaborative discussions about grade-appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.</li> <li>• Consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue.</li> </ul>

Grade 8	<ul style="list-style-type: none"> <li>• Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.</li> <li>• Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.</li> <li>• Apply effective communication techniques based on a variety of contexts and tasks.</li> <li>• Engage in a range of collaborative discussions about grade-appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.</li> <li>• Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings.</li> <li>• Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</li> <li>• Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</li> <li>• Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.</li> <li>• Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</li> <li>• Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings.</li> <li>• Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</li> <li>• Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</li> <li>• Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings</li> <li>• Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</li> <li>• Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</li> </ul>

English 3	<ul style="list-style-type: none"> <li>• Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; restate new interpretations.</li> <li>• Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</li> <li>• Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</li> <li>• Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.</li> <li>• Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</li> <li>• Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives with facts and details.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; restate new interpretations.</li> <li>• Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</li> <li>• Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</li> <li>• Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.</li> <li>• Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</li> <li>• Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives with facts and details.</li> </ul>

**Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**

Kindergarten	<ul style="list-style-type: none"> <li>• With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.</li> <li>• With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Express ideas gathered from various print and multimedia sources in a clear and concise manner.</li> <li>• Participate in shared research exploring a variety of texts; express opinions and talk about findings.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.</li> <li>• Participate in shared research; record observations, new learning, opinions, and articulate findings.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.</li> <li>• Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</li> <li>• Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Articulate ideas, perspectives, and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.</li> <li>• Discuss the purpose and credibility of information presented in diverse media and formats.</li> <li>• Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Analyze ideas, perspectives, and information using examples and supporting evidence related to the topic.</li> <li>• Analyze the credibility of information presented in diverse media and formats.</li> <li>• Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.</li> <li>• Distinguish between credible and non-credible sources of information.</li> <li>• Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</li> <li>• Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Gather relevant information from diverse print and multimedia sources to articulate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts and details.</li> <li>• Analyze and evaluate the credibility of information and accuracy of findings</li> <li>• Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>• Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.</li> </ul>

Grade 8	<ul style="list-style-type: none"> <li>• Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.</li> <li>• Analyze and evaluate credibility of information and accuracy of findings.</li> <li>• Quote and paraphrase the information and conclusions while avoiding plagiarism and following a standard format for citation.</li> <li>• Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>• Distinguish between credible and non-credible sources of information.</li> <li>• Quote or paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.</li> <li>• Adapt speech to a variety of contexts and tasks, demonstrating command of standard English when indicated or appropriate.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>• Distinguish between credible and non-credible sources of information.</li> <li>• Quote or paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.</li> <li>• Adapt speech to a variety of contexts and tasks, demonstrating command of standard English when indicated or appropriate.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>• Distinguish between credible and non-credible sources of information.</li> <li>• Quote or paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.</li> <li>• Adapt speech to a variety of contexts and tasks, demonstrating command of standard English when indicated or appropriate.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>• Distinguish between credible and non-credible sources of information.</li> <li>• Quote or paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.</li> <li>• Adapt speech to a variety of contexts and tasks, demonstrating command of standard English when indicated or appropriate.</li> </ul>

**Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**

Kindergarten	<ul style="list-style-type: none"> <li>• Explore how ideas and topics are depicted in a variety of media and formats.</li> <li>• Use appropriate props, images, or illustrations to support verbal communication.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Explore and compare how ideas and topics are depicted in a variety of media and formats.</li> <li>• Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Explain how ideas and topics are depicted in a variety of media and formats.</li> <li>• Create a simple presentation using audio, visual, and/or multimedia to support communication and clarify ideas, thoughts, and feelings.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Compare how ideas and topics are depicted in a variety of media and formats.</li> <li>• Create presentations using video, photos, and other multimedia to support communication and clarify ideas, thoughts, and feelings.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Compare and contrast how ideas and topics are depicted in a variety of media and formats.</li> <li>• Create presentations using videos, photos, and other multimedia to support communication and clarify ideas, thoughts, and feelings.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Compare and contrast how ideas and topics are depicted in a variety of media and formats.</li> <li>• Create presentations that integrate visual displays and other multimedia to enrich presentations.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Analyze the impact of selected media and formats on meaning.</li> <li>• Utilize multimedia to enrich presentations.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Analyze the impact of selected media and formats on meaning.</li> <li>• Utilize multimedia to clarify information and strengthen claims or evidence.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Analyze the impact of selected media and formats on meaning.</li> <li>• Utilize multimedia to clarify information and emphasize salient points.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Determine how context influences the mode of communication used by the presenter in a given situation.</li> <li>• Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Analyze how context influences the mode of communication used by the presenter in a given situation.</li> <li>• Create engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.</li> <li>• Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.</li> <li>• Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</li> </ul>

## **Language, Craft, and Structure (LCS)**

**Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.**

Kindergarten	<ul style="list-style-type: none"><li>• Identify speaker's purpose.</li><li>• Identify the introduction and conclusion of a presentation.</li><li>• Identify when the speaker uses intonation and word stress.</li></ul>
Grade 1	<ul style="list-style-type: none"><li>• Identify speaker's purpose and details that keep the listener engaged.</li><li>• Identify the introduction, body, and conclusion of a presentation.</li><li>• Identify when the speaker uses intonation and word stress, and includes media.</li></ul>
Grade 2	<ul style="list-style-type: none"><li>• Identify speaker's purpose and details that keep the listener engaged.</li><li>• Determine if the presentation has a logical introduction, body, and conclusion.</li><li>• Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice.</li></ul>
Grade 3	<ul style="list-style-type: none"><li>• Identify the style a speaker uses to present content.</li><li>• Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.</li><li>• Identify why the speaker uses intonation and word stress, includes media, addresses the audience, determines word choice, and incorporates figurative language and literary devices.</li></ul>
Grade 4	<ul style="list-style-type: none"><li>• Identify the presentation style a speaker uses to enhance the development of a central idea or theme.</li><li>• Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.</li><li>• Identify how and why the speaker uses intonation and word stress, includes media, addresses the audience, determines word choice, and incorporates figurative language and literary devices.</li></ul>
Grade 5	<ul style="list-style-type: none"><li>• Identify a speaker's claim and determine the effectiveness of how each point is presented to support the claim.</li><li>• Identify the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.</li><li>• Identify how and why the speaker uses intonation and word stress, includes media, addresses the audience, determines word choice and incorporates figurative language and literary devices.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Determine the effectiveness of a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</li><li>• Identify the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.</li><li>• Determine how the speaker articulates a clear message; monitors audience awareness; addresses possible misconceptions or objections; chooses appropriate media; and uses an appropriate style for the audience.</li></ul>

Grade 7	<ul style="list-style-type: none"> <li>• Determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> <li>• Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.</li> <li>• Analyze the presentation to determine how the speaker articulates a clear message; monitors audience awareness; addresses possible misconceptions or objections; chooses appropriate media; and uses an appropriate style for the audience.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Determine the effectiveness of 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.</li> <li>• Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.</li> <li>• Evaluate the presentation to determine how the speaker articulates a clear message; monitors audience awareness; addresses possible misconceptions or objections; chooses appropriate media; and uses an appropriate style for the audience.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.</li> <li>• Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.</li> <li>• Analyze the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.</li> <li>• Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.</li> <li>• Analyze the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> <li>• Analyze the speaker’s delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.</li> <li>• Evaluate the effectiveness of the speaker’s message through the use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> <li>• Evaluate the speaker’s delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.</li> <li>• Evaluate the effectiveness of the speaker’s message through the use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.</li> </ul>

**Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.**

Kindergarten	<ul style="list-style-type: none"> <li>• Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.</li> <li>• Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.</li> <li>• Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Utilize intonation and word stress to highlight essential concepts and engage the audience.</li> <li>• Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>• Set a purpose and integrate craft techniques to create presentations.</li> <li>• Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Set a purpose and integrate craft techniques to create presentations.</li> <li>• Employ hyperbole, imagery, personification, idioms, adages, and proverbs when appropriate to convey messages.</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Set a purpose, integrate craft techniques, and maintain a clear focus in presentations.</li> <li>• Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Consider audience when selecting presentation types.</li> <li>• Select and integrate craft techniques to impact audience.</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Consider audience when selecting presentation types.</li> <li>• Select and employ a variety of craft techniques to convey a message and impact the audience.</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Consider audience when selecting presentation types.</li> <li>• Select and employ a variety of craft techniques to convey a message and impact the audience.</li> </ul>
English 1	<ul style="list-style-type: none"> <li>• Remain conscious of the audience and anticipate possible misconceptions or objections.</li> <li>• Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.</li> <li>• Develop messages that use logical, emotional, and ethical appeals.</li> </ul>
English 2	<ul style="list-style-type: none"> <li>• Remain conscious of the audience and anticipate possible misconceptions or objections.</li> <li>• Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.</li> <li>• Develop messages that use logical, emotional, and ethical appeals.</li> </ul>
English 3	<ul style="list-style-type: none"> <li>• Give extemporaneous and planned presentations that are engaging and well-crafted.</li> <li>• Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.</li> <li>• Develop messages that use logical, emotional, and ethical appeals.</li> </ul>

English 4	<ul style="list-style-type: none"><li>• Give extemporaneous and planned presentations that are engaging and well-crafted.</li><li>• Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.</li><li>• Develop messages that use logical, emotional, and ethical appeals.</li></ul>
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