

# **New York State Next Generation English Language Arts Learning Standards**

# Table of Contents

<b>Anchor Standards.....</b>	<b>3</b>
<b>Lifelong Practices of Readers and Writers.....</b>	<b>7</b>
<b>Prekindergarten and Elementary Standards.....</b>	<b>8</b>
<b>Middle Grades Standards.....</b>	<b>57</b>
<b>High School Standards.....</b>	<b>79</b>
<b>Appendix A (Language Standard 1 and 2).....</b>	<b>94</b>
<b>Appendix B: Glossary of Terms.....</b>	<b>99</b>

# English Language Arts Anchor Standards

Anchor standards represent broad statements about the expectations for students as they prepare for high school graduation, positioning them for college and careers. The grade level ELA standards begin in the Prekindergarten and Elementary ELA Standards section. Please see the introduction for more about how the anchor standards and grade level standards connect.

## Reading Anchor Standards

*Please note:* For the grade level and grade band standards, RI and RL are included to show how the standard applies to either reading informational (RI) or literary texts (RL), or both (RI&RL).

### Key Ideas and Details

**Standard 1:** Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

**Standard 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Standard 6:** Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.

### Integration of Knowledge and Ideas

**Standard 7:** Integrate and evaluate content presented in diverse media and formats.

**Standard 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Standard 9:** Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

## **Writing Anchor Standards**

### **Text Types and Purposes**

**Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**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.

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

**Standard 4:** Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

**Standard 5:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**Standard 6:** Conduct research based on focused questions to demonstrate understanding of the subject under investigation.

**Standard 7:** Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism.

## Speaking and Listening

### Comprehension and Collaboration

**Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**Standard 2** Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

**Standard 3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

**Standard 4:** Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

**Standard 5:** Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.

**Standard 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.

## Language Standards

### Conventions of Academic English/Language for Learning

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

**Standard 2:** Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

## **Knowledge of Language**

**Standard 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## **Vocabulary Acquisition and Use**

**Standard 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**Standard 5:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**Standard 6:** Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
<p data-bbox="172 422 282 449">Readers</p> <ul data-bbox="224 537 792 1188" style="list-style-type: none"><li>● think, write, speak, and listen to understand</li><li>● read often and widely from a range of global and diverse texts</li><li>● read for multiple purposes, including for learning and for pleasure</li><li>● self-select texts based on interest</li><li>● persevere through challenging, complex texts</li><li>● enrich personal language, background knowledge, and vocabulary through reading and communicating with others</li><li>● monitor comprehension and apply reading strategies flexibly</li><li>● make connections (to self, other texts, ideas, cultures, eras, etc.)</li></ul>	<p data-bbox="828 422 932 449">Writers</p> <ul data-bbox="880 537 1458 1230" style="list-style-type: none"><li>● think, read, speak, and listen to support writing</li><li>● write often and widely in a variety of formats, using print and digital resources and tools</li><li>● write for multiple purposes, including for learning and for pleasure</li><li>● persevere through challenging writing tasks</li><li>● enrich personal language, background knowledge, and vocabulary through writing and communicating with others</li><li>● experiment and play with language</li><li>● analyze mentor texts to enhance writing</li><li>● strengthen writing by planning, revising, editing, rewriting, or trying a new approach</li></ul>

# **Prekindergarten and Elementary English Language Arts Learning Standards**



# New York State Prekindergarten English Language Arts Learning Standards

*Please note: These Standards are intended for four-year-old prekindergarten students.*

## Prekindergarten Introduction

### **Guidance and Support**

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in prekindergarten, some students may require support to demonstrate skills.

### **Range of Student Reading Experiences for Prekindergarten**

Students in prekindergarten should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for children to engage with a variety of topics, and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for emergent readers can take a variety of formats, including read-alouds, shared readings, pretend readings, learning activities and play that incorporates literacy materials, talking, experimenting with written materials, and other literacy activities. We refer to these instructional events as ‘reading or literacy experiences’ because the focus is on using texts, printed and visual, to develop emergent readers’ concepts of how meaning is conveyed through reading and writing while building their language and knowledge.

It is not enough to simply feature a variety of literary and informational text types in Prekindergarten environments and classroom instruction; these texts must be made accessible and meaningful to young readers as a component of fostering engagement with literacy to build language and knowledge. For example, educators should provide and engage developing readers with an assortment of fiction and non-fiction age-appropriate books in the library area that are displayed attractively and used regularly, rotated often; connected to instructional themes and feature cultural diversity; incorporate text materials into many different aspects of the classroom curriculum, including authentic informational text materials for use in play and to guide learning centers; and select a variety of text types that engage children’s interests and support their learning about the themes under study.

The following are examples of literary and informational text types to be used in classroom instruction and to create the literacy-rich learning environments. Texts are not limited to these examples.

**Literature:** picture books, stories, drama, poetry, fiction, fairytales, nursery rhymes, folk tales, tall tales, and other literary texts.

**Informational Text:** picture books, nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### **Text Complexity Expectations for Prekindergarten**

**Students in Prekindergarten are at the early emergent reader level and haven't developed the foundational word reading skills necessary to read texts independently.** However, it is crucial that prekindergarten students actively engage in large and small group interactive read-aloud discussions of texts that are content-rich and age-appropriate. These texts should be part of the curricular materials as well as those best sellers from a variety of publishers found in libraries across the state, and therefore serve as a platform for building listening comprehension processes, to promote deeper-level thinking.

### **English Language Learners/Multilingual Learners**

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic competencies in their home or primary language. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages, the eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA standards. Throughout the Standards, the use of annotation marks this concept for ELLs/MLLs.

### **Students with Disabilities**

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Preschool children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers. Each preschool child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning Standards. With the appropriate services and supports, children with disabilities can participate in prekindergarten experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.

## **Prekindergarten Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

PKR1: Participate in discussions about a text. (RI&RL)

PKR2: Retell stories or share information from a text. (RI&RL)

PKR3: Develop and answer questions about characters, major events, and pieces of information in a text. (RI&RL)

### **Craft and Structure**

PKR4: Exhibit an interest in learning new vocabulary. (RI&RL)

PKR5: Interact with a variety of genres. (RI&RL)

PKR6: Describe the role of an author and illustrator. (RI&RL)

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

PKR7: Describe the relationship between illustrations and the text. (RI&RL)

R8: Begins in kindergarten.

PKR9: Make connections between self, text, and the world. (RI&RL)

## **Prekindergarten Reading Standards: Foundational Skills**

### **Print Concepts**

PKRF1: Demonstrate understanding of the organization and basic features of print.

PKRF1a: Recognize that words are read from left to right, top to bottom, and page to page.

PKRF1b: Recognize that spoken words are represented in written language.

PKRF1c: Understand that words are separated by spaces in print.

PKRF1d: Recognize and name some upper/ lowercase letters of the alphabet, especially those in own name.

PKRF1e: Recognize that letters are grouped to form words.

PKRF1f: Differentiate letters from numerals.

PKRF1g: Identify front cover and back cover.

### **Phonological Awareness**

PKRF2: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).

PKRF2a: Begin to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays).

PKRF2b: Begin to recognize individual syllables within spoken words (e.g. cup cake, base ball).

PKRF2c: Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map).

### **Phonics and Word Recognition**

PKRF3: Demonstrate emergent phonics and word analysis skills.

PKRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.

### **Fluency**

PKRF4: Displays emergent reading behaviors with purpose and understanding.

## **Prekindergarten Writing Standards**

### **Production and Range of Writing for Prekindergarten**

To foster prekindergartners' emergent writing skills, they should actively engage in group and individual writing activities, where the focus is on helping them understand writing and drawing as a means for communication with others and as an important tool to support their own thinking and learning. Students should be exposed to and prompted to produce a range of text types as they dictate, draw to convey meaning, and make early attempts at producing letters, words, and letter strings. These text types include narratives (retellings of events they have experienced or fictional stories) as well as responses to narratives, pieces of expository writing (shopping lists and notes/letters/pictures to classmates or adults in the community), and informational texts (such as 'how-to' books, and diagrams and pictures that generate, represent, or express information).

Conceptualized broadly, these writing experiences for our youngest learners should include opportunities to narrate or dictate their stories and ideas to an adult who is writing it down, as well as draw and illustrate their ideas, especially making connections from read-alouds to writing. In these earliest years, we expect the use of letter like forms, the use of random letter strings, and invented spelling as part of the developmental progression. In addition to beginning to acquire alphabetic and orthographic skills—the letter-sound connections and the letter combinations— students in prekindergarten should also begin to learn about how technology and digital tools for writing can increase learning and communication (e.g., use technology to write, draw, and explore concepts; begin to explore keyboards). Please see the Lifelong Practices for Writers for examples of important lifelong writing habits that should begin in the early years and continue through life.

### **Text Types and Purposes**

PKW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.

PKW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.

PKW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.

PKW4: Create a response to a text, author, or personal experience (e.g., dramatization, art work, or poem).

PKW5: Begins in Grade 4.

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

PKW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.

PKW7: Engage in a discussion using gathered information from experiences or provided resources.

## **Prekindergarten Speaking and Listening**

### **Comprehension and Collaboration**

PKSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

PKSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.

PKSL1b: Participate in conversations through multiple exchanges.

PKSL1c: Consider individual differences when communicating with others.

PKSL2: Interact with diverse formats and texts.

PKSL3: Identify the speaker.

### **Presentation of Knowledge and Ideas**

PKSL4: Describe familiar people, places, things, and events.

PKSL5: Create a visual display.

PKSL6: Express thoughts, feelings, and ideas.

## **Prekindergarten Language Standards**

**Please note: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of Prekindergarten. Local curriculum choices will determine which specific skills are included in Prekindergarten.** These banded skills can be found in Appendix A at the end of this document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use the skills **by the end of 2<sup>nd</sup> grade**. The → is included to indicate skills that connect and progress across the band. These particular skills are depicted on a continuum because research suggests that they develop along a progression.

## **Conventions of Academic English/Language for Learning (See Appendix A)**

### **Knowledge of Language**

KL3: Begins in grade 2

### **Vocabulary Acquisition and Use**

PKL4: Explore and use new vocabulary in child-centered, authentic, play-based experiences.

PKL5: Explore and discuss word relationships and word meanings.

PKL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.

PKL5b: Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., *hot/cold*).

PKL5c: Use words to identify and describe the world around them.

PKL6: Use words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.

# Kindergarten English Language Arts Learning Standards

## Kindergarten Introduction

### Guidance and Support

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the Standards in kindergarten, some students may require support to demonstrate skills.

### Range of Student Reading Experiences for Kindergarten

Students in kindergarten should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for them to engage with a variety of topics, and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for emergent readers can take a variety of formats, including read-alouds, shared readings, paired readings, learning activities and play that incorporates literacy materials, talking, experimenting with written materials, and other literacy activities. We refer to these instructional events as ‘reading or literacy experiences’ because the focus is on using texts, printed and visual, to develop emergent readers’ concepts of how meaning is conveyed through reading and writing while building their language and knowledge.

It is not enough to simply feature a variety of literary and informational text types in Kindergarten environments and classroom instruction; these texts must be made accessible and meaningful to young readers as a component of fostering engagement with literacy to build language and knowledge. For example, educators should provide and engage developing readers with an assortment of fiction and non-fiction age-appropriate books in the library area that are displayed attractively and used regularly, rotated often, connected to instructional themes, and feature cultural diversity; incorporate text materials into many different aspects of the classroom curriculum, including authentic informational text materials for use in play and to guide learning centers; and select a variety of text types that engage children’s interests and support their learning about the theme under study. The following are examples of literary and informational text types to be used in classroom instruction and to create literacy-rich environments. Texts are not limited to these examples.

**Literature:** picture books, stories, drama, poetry, fiction, fairytales, nursery rhymes, folk tales, tall tales, and other literary texts.

**Informational Text:** picture books, nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### Text Complexity Expectations for Kindergarten

Students in kindergarten are at varying stages of development as word readers and as text comprehenders. To develop each set of skills and competencies (word reading, text

comprehension skills), different instructional materials are required. During instruction to develop word readings skills, kindergarten students should have authentic opportunities to engage with texts that specifically correlate to their developing phonics and word reading skills. However, to bolster students' text comprehension skills, teachers should also provide large group, small group, and individual reading activities materials that are content-rich and complex. For example, students should participate in interactive read-aloud discussions of complex texts that they could not read independently, in order to build background knowledge and promote deeper-level thinking. Because each reader brings different skills and background knowledge to their reading experiences, a text that is 'complex' for one reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to access grade-level texts. The most critical distinction, however, is the distinction between the complexity of the texts used to teach a child to read the words on the page, and the complexity of the texts used to build up their language and knowledge.

### **English Language Learners/Multilingual Learners**

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic competencies in their home or primary language. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. The eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA standards. Throughout the standards, the use of annotation marks this concept for ELLs/MLLs.

### **Students with Disabilities**

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers. Each child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the Learning Standards. With the appropriate services and supports, children with disabilities can participate in experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.

## **Kindergarten Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

KR1: Develop and answer questions about a text. (RI&RL)



KR2: Retell stories or share key details from a text. (RI&RL)

KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)

### **Craft and Structure**

KR4: Identify specific words that express feelings and senses. (RI&RL)

KR5: Identify literary and informational texts. (RI&RL)

KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL)

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

KR7: Describe the relationship between illustrations and the text. (RI&RL)

KR8: Identify specific information to support ideas in a text. (RI&RL)

KR9: Make connections between self, text, and the world. (RI/RL)

## **Kindergarten Reading Standards: Foundational Skills**

### **Print Concepts**

KRF1: Demonstrate understanding of the organization and basic features of print.

KRF1a: Follow words from left to right, top to bottom, and page by page.

KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.

KRF1c: Understand that words are separated by spaces in print.

KRF1d: Recognize and name all upper- and lowercase letters of the alphabet.

KRF1e: Identify the front cover, back cover, and title page of a book.

### **Phonological Awareness**

KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

KRF2a: Recognize and produce spoken rhyming words.

KRF2b: Blend and segment syllables in spoken words.

KRF2c: Blend and segment onsets and rimes of spoken words.

KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words  
KRF2e: Create new words by manipulating the phonemes orally in one-syllable words.

### **Phonics and Word Recognition**

KRF3: Know and apply phonics and word analysis skills in decoding words.

KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.

KRF3b: Decode short vowel sounds with common spellings.

KRF3c: Decode some regularly spelled one-syllable words.

KRF3d: Read common high-frequency words by sight.

### **Fluency**

KRF4: Read emergent-reader texts with sufficient accuracy to support comprehension.

## **Kindergarten Writing Standards**

### **Production and Range of Writing for Kindergarten**

As students in kindergarten develop writing skills, they should actively engage in group and individual writing activities, where the focus is on helping them understand writing and drawing as a means for communication with others and as an important tool to support their own thinking and learning. Students should be exposed to and prompted to produce texts for a range of purposes (to entertain, to explain, to persuade) as they dictate, draw to convey meaning, and make early attempts at producing letters, words, and letter strings. These text types include narratives (retellings of events they have experienced or fictional stories) as well as responses to narratives, pieces of expository writing (shopping lists and notes/letters/pictures to classmates or adults in the community), and informational texts (such as ‘how-to’ books, and diagrams and pictures that generate, represent, or express information).

Conceptualized broadly, these writing experiences for our youngest learners should include opportunities to narrate or dictate their stories and ideas to an adult who is writing it down, as well as draw and illustrate their ideas, especially making connections from read-alouds to writing. In these earliest years, we expect the use of invented spelling as part of the developmental progression. In addition to beginning to acquire alphabetic and orthographic skills—the letter-sound connections and the letter combinations—students in kindergarten should begin to learn about how technology and digital tools for writing can increase learning and communication (e.g., use technology to write, draw, and explore concepts; explore keyboards). Please see the Lifelong Practices for Writers for examples of important lifelong writing habits that should begin in the early years and continue through life.

## **Text Types and Purposes**

KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that topic.

KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.

KW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.

KW4: Create a response to a text, author, or personal experience (e.g., dramatization, art work, or poem).

W5: Begins in grade 4.

## **Research to Present Knowledge**

KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.

KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).

## **Kindergarten Speaking and Listening**

### **Comprehension and Collaboration**

KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

KLS1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.

KSL1b: Participate in conversations through multiple exchanges.

KLS1c: Consider individual differences when communicating with others.

KSL2: Participate in a conversation about features of diverse texts and formats.

KSL3: Develop and answer questions to clarify what the speaker says.

## Presentation of Knowledge and Ideas

KSL4: Describe familiar people, places, things, and events with detail.

KSL5: Create and/or utilize existing visual displays to support descriptions.

KSL6: Express thoughts, feelings, and ideas.

## Kindergarten Language Standards

**Please note: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of Kindergarten. Local curriculum choices will determine which specific skills are included in Kindergarten.** These banded skills can be found in Appendix A at the end of this document. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use the skills **by the end of 2<sup>nd</sup> grade**. The → is included to indicate skills that connect and progress across the band. These particular skills are depicted on a continuum because research suggests that they develop along a progression.

### Conventions of Academic English/Language for Learning (See Appendix A)

#### Knowledge of Language

L3: Begins in grade 2.

#### Vocabulary Acquisition and Use

KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following.

KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

KL4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

KL5: Explore and discuss word relationships and word meanings.

KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.

KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are *colorful*).

KL5d: Explore variations among verbs that describe the same general action (e.g., *walk*, *march*, *gallop*) by acting out the meanings.

KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to.

# 1<sup>st</sup> Grade English Language Arts Learning Standards

## 1<sup>st</sup> Grade Introduction

### **Guidance and Support**

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in 1st grade, some students may require support to demonstrate skills.

### **Range of Student Reading Experiences for 1<sup>st</sup> Grade**

Students in 1<sup>st</sup> grade should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for children to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for emergent readers can take a variety of formats, including read-alouds, shared readings, paired readings, learning activities and play that incorporates literacy materials, talking, experimenting with written materials, and other literacy activities. We refer to these instructional events as ‘reading or literacy experiences’ because the focus is on using texts, printed and visual, to develop emergent and early readers’ concepts of how meaning is conveyed through reading and writing, while building their language and knowledge.

The following are examples of literary and informational text types that could be used in classroom instruction and environments. Texts are not limited to these examples.

**Literature:** stories, drama, poetry, fiction, fairytales, nursery rhymes, folk tales, tall tales, and other literary texts.

**Informational Text:** nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### **Text Complexity Expectations for 1<sup>st</sup> Grade**

Students in 1<sup>st</sup> grade are at varying stages of development as word readers and as text comprehenders, with some students strengthening emergent reading skills and others reading at grade level or above. To develop each set of skills and competencies (word reading, reading comprehension skills), different instructional materials are required. During instruction to develop word reading skills, 1<sup>st</sup> grade students should have authentic opportunities to engage with texts that specifically correlate to their individual levels of phonics and word reading skills. However, to bolster students’ text comprehension skills, teachers should also provide large group, small group, and individual reading activities, with materials that are content-rich and complex *at age-appropriate levels*. For example, students should participate in interactive read-aloud discussions of more complex texts, which often cannot be read independently, in order to build background knowledge and promote deeper-level thinking. Because each reader brings different skills and background knowledge to the act of reading, a text that is ‘complex’ for one

reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to access grade-level texts. **The most critical distinction, however, is the distinction between the complexity of the texts used to teach a child to read the words on the page, and the complexity of the texts used to build up their language and knowledge.**

### **English Language Learners/Multilingual Learners**

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic competencies in their home or primary language. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. The eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA Standards. Throughout the standards, the use of annotation marks this concept for ELLs/MLLs.

### **Students with Disabilities**

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers. Each child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning standards. With the appropriate services and supports, children with disabilities can participate in experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.

## **1<sup>st</sup> Grade Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

1R1: Develop and answer questions about key ideas and details in a text. (RI&RL)

1R2: Identify a main topic or idea in a text and retell important details. (RI&RL)

1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

### **Craft and Structure**

1R4: Identify specific words that express feelings and senses. (RI&RL)

1R5: Identify a variety of genres and explain differences between literary texts and informational texts. (RI&RL)

1R6: Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

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

1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

1R8: Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)

1R9: Make connections between self and text (texts and other people/ world). (RI&RL)

## **1<sup>st</sup> Grade Reading Standards: Foundational Skills**

### **Print Concepts**

1RF1: Demonstrate understanding of the organization and basic features of print.

1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### **Phonological Awareness**

1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1RF2a: Count, blend and segment single syllable words that include consonant blends.

1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.

1RF2c: Manipulate individual sounds (phonemes) in single -syllable spoken words.

### **Phonics and Word Recognition**

1RF3: Know and apply phonics and word analysis skills in decoding words.

1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th).

1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).

1RF3c: Decode regularly spelled one-syllable words.



1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.

1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables.

1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).

1RF3g: Read most common high-frequency words by sight.

## **Fluency**

1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.

1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.

1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **1<sup>st</sup> Grade Writing Standards**

### **Production and Range of Writing for 1<sup>st</sup> Grade**

As students in 1<sup>st</sup> grade develop writing skills, they should actively engage in group and individual writing activities, where the focus is on helping them understand writing and drawing as a means for communication with others and as an important tool to support their own thinking and learning. Students should be exposed to and prompted to produce writing for a range of purposes (to entertain, to explain, to persuade). These text types including narratives (retellings of events they have experienced or fictional stories) as well as responses to narratives, pieces of expository writing (shopping lists and notes/letters/pictures to classmates or adults in the community), and informational texts (such as ‘how-to’ books, and diagrams and pictures that generate, represent, or express information).

Conceptualized broadly, these writing experiences for our youngest learners should include opportunities to narrate or dictate their stories and ideas to an adult who is writing it down, draw and illustrate their ideas, especially making connections from read-alouds to writing. In these earliest years, we expect the use of invented spelling as part of the developmental progression. In addition to beginning to acquire alphabetic and orthographic skills—the letter-sound connections and the letter combinations—students in 1<sup>st</sup> grade should begin to learn about how technology and digital tools for writing can increase learning and communication (e.g., use technology to write, draw, and explore concepts; continue to explore keyboards, etc.). Please see the Lifelong Practices for Writers for examples of important lifelong writing habits that should begin in the early years and continue through life.

### **Text Types and Purposes**

1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.

1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.

1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.

1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, art work, or other).

W5: Begins in grade 4.

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

1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.

1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.

## **1<sup>st</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).

1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.

1SL1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1SL1c: Ask questions to clear up any confusion about topics and texts under discussion.

1SL1d: Consider individual differences when communicating with others.

1SL2: Develop and answer questions about key details in diverse texts and formats.

1SL3: Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.

### **Presentation of Knowledge and Ideas**

1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.

1SL5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.

1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

## 1<sup>st</sup> Grade Language Standards

**Please note: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 1<sup>st</sup> grade. Local curriculum choices will determine which specific skills are included in 1<sup>st</sup> grade.** These banded skills can be found in Appendix A at the end of this document. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use the skills **by the end of 2<sup>nd</sup> grade**. The → is included to indicate skills that connect and progress across the band. These particular skills are depicted on a continuum because research suggests that they develop along a progression.

### Conventions of Academic English/Language for Learning (See Appendix A)

#### Knowledge of Language

L3: Begins in grade 2

#### Vocabulary Acquisition and Use

1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

1L4a: Use sentence-level context as a clue to the meaning of a word or phrase.

1L4b: Use frequently occurring affixes as a clue to the meaning of a word.

1L4c: Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

1L5: Demonstrate understanding of word relationships and nuances in word meanings.

1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

1L5b: Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

1L5c: Use words for identification and description, making connections between words and their use (e.g., places at home that are *cozy*).

1L5d: Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek,*

*glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

# 2<sup>nd</sup> Grade English Language Arts Learning Standards

## 2<sup>nd</sup> Grade Introduction

### **Guidance and Support**

Guidance and support are an integral part of developmentally appropriate practice for all students. As children are gaining mastery of the standards in 2nd grade, some students may require support to demonstrate skills.

### **Range of Student Reading Experiences for 2<sup>nd</sup> Grade**

Students in 2<sup>nd</sup> grade should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for children to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for emergent readers can take a variety of formats, including read-alouds, shared readings, paired readings, learning activities and play that incorporates literacy materials, talking, experimenting with written materials, and other literacy activities. We refer to these instructional events as ‘reading or literacy experiences’ because the focus is on using texts, printed and visual, to develop emergent and early readers’ concepts of how meaning is conveyed through reading and writing.

The following are examples of literary and informational text types that could be used in classroom instruction. Texts are not limited to these examples.

**Literature:** stories, drama, poetry, fiction, fairytales, nursery rhymes, folk tales, tall tales, and other literary texts.

**Informational Text:** nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### **Text Complexity Expectations for 2<sup>nd</sup> Grade**

Students in 2<sup>nd</sup> grade are at varying stages of development as word readers and as text comprehenders. By the end of the school year, students in 2<sup>nd</sup> grade should have good control of word reading skills and be developing reading comprehension strategies in order to read appropriately complex literary and informational texts at or above grade level. Despite this simultaneous development, to develop each set of skills and competencies (word reading, reading comprehension skills), different instructional materials are required. During instruction to develop 2<sup>nd</sup> graders’ word readings skills, students should have authentic opportunities to engage with texts that specifically correlate to their individual levels of their word reading skills. However, to bolster students’ text comprehension skills, teachers should also provide large group, small group, and individual reading activities, with materials that are content-rich and complex at age-appropriate levels. In addition, students should participate in interactive read-aloud discussions of more complex texts—those that they couldn’t read for meaning independently. It is the case that students are refining their reading skills as they experience more challenging texts; therefore it is essential that even while students read texts at an

instructional and independent level, they are also engaged with instruction that scaffolds their ability to engage with the content of texts at or above grade-level, through discussion and writing activities.

Because each reader brings different skills and background knowledge to the act of reading, a text that is ‘complex’ for one reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to access grade-level texts. **The most critical distinction, however, is the distinction between the complexity of the texts used for children to work on their word reading accuracy and fluency, and emerging independent reading comprehension skills, and the complexity of the texts used to build up their language and knowledge.**

### **English Language Learners/Multilingual Learners**

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic competencies in their home or primary language. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. The eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA standards. Throughout the Standards, the use of annotation marks this concept for ELLs/MLLs.

### **Students with Disabilities**

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers. Each child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning standards. With the appropriate services and supports, children with disabilities can participate in experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.

## **2<sup>nd</sup> Grade Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)

2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)

2R3: In literary texts, describe how characters respond to major events and challenges. (RL)  
In informational texts, describe the connections among ideas, concepts, or a series of events. (RI)

### **Craft and Structure**

2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL)

2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)

2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)

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

2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)

2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI&RL)

2R9: Make connections between self and text (texts and other people/ world). (RI&RL)

## **2<sup>nd</sup> Grade Reading Standards: Foundational Skills**

### **Print Concepts**

RF1: There is not a grade 2 standard for this concept. Please see preceding grades for more information.

### **Phonological Awareness**

RF2: There is not a grade 2 standard for this concept. Please see preceding grades for more information.

### **Phonics and Word Recognition**

2RF3: Know and apply phonics and word analysis skills in decoding words.

- 2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).
- 2RF3b: Decode short and long vowel sounds in two-syllable words.
- 2RF3c: Decode regularly spelled two-syllable words.
- 2RF3d: Recognize and identify root words and common suffixes and prefixes.
- 2RF3e: Read all common high-frequency words by sight.

## Fluency

2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

2RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## 2<sup>nd</sup> Grade Writing Standards

### Production and Range of Writing for 2<sup>nd</sup> Grade

As students in 2<sup>nd</sup> grade develop their writing skills, they will use a variety of strategies to plan, revise, and strengthen their writing as they work independently and collaboratively with adults and peers to produce texts, and to learn about and develop their oral language-written language and reading-writing connections. Students in 2<sup>nd</sup> grade should write for multiple purposes (to entertain, to explain, to persuade) and learn about various tools (print and digital) to produce, share, and publish writing. In all writing tasks, students will learn to use and to adjust language to best communicate ideas, content, and message to readers; that is, 2<sup>nd</sup> graders should be starting to learn about and practice enacting the distinction between conversational and academic language and their purposes and use.

Students' academic language skills, including written language, co-develop with content and world knowledge and through opportunities to read, write, and discuss with peers. As part of their writing development, students should continue to learn about how technology and digital tools for writing can increase learning and communication (e.g., use technology to write and explore concepts; be introduced to keyboarding, etc.). Please see the Lifelong Practices for Writers for examples of important lifelong writing habits that should begin in the early years and continue through life.

### Text Types and Purposes

2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.

**Please note:** Students in 2<sup>nd</sup> grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. For



example, a student’s opinion could be “I like cupcakes.” A student’s claim could be “Cupcakes are the best snack.” A student’s argument could be “Cupcakes are the best snack because...” with supporting reasons and evidence.

2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.

2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.

2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).

W5: Begins in grade 4.

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

2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.

2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.

## **2<sup>nd</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

2LS1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.

2SL1b: Build on others’ talk in conversations by linking their comments to the remarks of others through multiple exchanges.

2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.

2SL2d: Consider individual differences when communicating with others.

2SL2: Recount or describe key ideas or details of diverse texts and formats.

2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker’s point of view, providing a reason(s).

## Presentation of Knowledge and Ideas

2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.

2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.

## 2<sup>nd</sup> Grade Language Standards

**Please note: Language Standards 1 and 2 are organized within grade bands and are meant to be accomplished by the end of 2<sup>nd</sup> grade. Local curriculum choices will determine which specific skills are included in 2<sup>nd</sup> grade.** These banded skills can be found in Appendix A at the end of this document. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use the skills **by the end of 2<sup>nd</sup> grade**. The → is included to indicate skills that connect and progress across the band. These particular skills are depicted on a continuum because research suggests that they develop along a progression.

### Conventions of Academic English/Language for Learning (See Appendix A)

#### Knowledge of Language

2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

2L3a: Compare academic and conversational uses of English.

#### Vocabulary Acquisition and Use

2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

2L4a: Use sentence-level context as a clue to the meaning of a word or phrase.

2L4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

2L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.

2L5: Demonstrate understanding of word relationships and nuances in word meanings.

2L5a: Identify real-life connections between words and their use.

2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

2L5c: Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*)

# 3<sup>rd</sup> Grade English Language Arts Learning Standards

## 3<sup>rd</sup> Grade Introduction

### **Guidance and Support**

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the Standards in 3rd grade, some students may require support to demonstrate skills.

### **Range of Student Reading Experiences for 3<sup>rd</sup> Grade**

Students in 3rd grade should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for children to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment can take a variety of formats, including read-alouds, shared readings, paired readings, learning activities that incorporate literacy materials, talking, writing and other literacy activities. We refer to these instructional events as ‘reading or literacy experiences’ because the focus is on using texts, printed and visual, to develop readers’ concepts of how meaning is conveyed through reading and writing, and in turn their ability to make meaning of increasingly complex text. Much of this work is done through talk-reading and reading-writing connections.

The following are examples of literary and informational text types that could be used in classroom instruction. Texts are not limited to these examples.

**Literature:** stories, drama, poetry, fiction, fairytales, folk tales, tall tales, and other literary texts.

**Informational Text:** nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### **Text Complexity Expectations for 3<sup>rd</sup> Grade**

Students in 3<sup>rd</sup> grade are at varying stages of development as word readers and as text comprehenders. By the end of the school year, however, students in 3<sup>rd</sup> grade should have good control of word reading skills and be developing reading comprehension strategies in order to read appropriately complex literary and informational texts at or above grade level. To bolster students’ text comprehension skills, teachers should provide large group, small group, and individual reading activities, with materials that are content-rich and complex at age-appropriate levels. Students should also participate in interactive read-aloud discussions of more complex texts that may not be readily accessible to students when reading independently. It is the case that students are refining their word reading and comprehension skills as they experience more challenging texts; therefore it is essential that even while students read texts at an instruction and independent level, they are also scaffolded into reading texts at or above grade-level—through read-alouds, discussion, reading-writing connections, etc. Because each reader brings different skills and background knowledge to the

act of reading, a text that is ‘complex’ for one reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to access grade-level texts. **The most critical distinction, however, is the distinction between the complexity of the texts used for children to work on their word reading accuracy and fluency, and the complexity of the texts used to build up language and knowledge.**

### **English Language Learners/Multilingual Learners**

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic competencies in their home or primary language. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. The eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA Standards. Throughout the Standards, the use of annotation marks this concept for ELLs/MLLs.

### **Students with Disabilities**

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers. Each child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning standards. With the appropriate services and supports, children with disabilities can participate in experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.

## **3<sup>rd</sup> Grade Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)

3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)

3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL)

In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)

### **Craft and Structure**

3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)

3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)

In informational texts, identify and use text features to build comprehension. (RI)

3R6: Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)

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

3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)

3R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)

3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)

## **3<sup>rd</sup> Grade Reading Standards: Foundational Skills**

### **Print Concepts**

RF1: There is not a grade 3 standard for this concept. Please see preceding grades for more information.

### **Phonological Awareness**

RF2: There is not a grade 3 standard for this concept. Please see preceding grades for more information.

### **Phonics and Word Recognition**

3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 3RF3a: Identify and know the meaning of the most common prefixes and suffixes.
- 3RF3b: There is not a grade 3 standard for this concept.
- 3RF3c: Decode multi-syllabic words.
- 3RF3d: Identify, know the meanings of, and decode words with suffixes.
- 3RF3e: Recognize and read grade-appropriate irregularly spelled words.

## **Fluency**

3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

- 3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.
- 3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **3<sup>rd</sup> Grade Writing Standards**

### **Production and Range of Writing for 3<sup>rd</sup> Grade**

As students in 3<sup>rd</sup> grade develop their writing skills, they will use a variety of strategies to plan, revise, and strengthen their writing as they work independently and collaboratively with adults and peers to produce texts, and to learn about and develop oral language-written language and reading-writing connections. Students in 3<sup>rd</sup> grade will write for multiple purposes (to entertain, to explain, to persuade) and learn about various tools (print and digital) to produce, share, and publish writing. In all writing tasks, students will learn to use and to adjust language to best communicate ideas, content, and message to readers; that is, third graders should be practicing enacting the distinction between conversational and academic language and their purposes and use.

Students' academic language skills, including written language, co-develop with content and world knowledge and through opportunities to read, write, and discuss with peers. As part of their writing development, students should continue to learn about how technology and digital tools for writing can increase learning and communication (e.g., use technology to write and explore concepts). Students should receive instruction in keyboarding, with a focus on technique over speed. Please see the Lifelong Practices for Writers for examples of important lifelong writing habits that should begin in the early years and continue through life.

### **Text Types and Purposes**

3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.

- 3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically.
- 3W1b: Use precise language and content-specific vocabulary.

3W1c: Use linking words and phrases to connect ideas within categories of information.  
3W1d: Provide a concluding statement or section.

3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

3W2a: Introduce a topic and organize related information together.

3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.

3W2c: Use precise language and content-specific vocabulary.

3W2d: Use linking words and phrases to connect ideas within categories of information.

3W2e: Provide a concluding statement or section.

3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

3W3a: Establish a situation and introduce a narrator and/or characters.

3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

3W3c: Use temporal words and phrases to signal event order.

3W3d: Provide a conclusion.

3W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).

W5: Begins in grade 4.

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

3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.

3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.

## **3<sup>rd</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.

3SL1a: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under



discussion.

3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.

3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.

3SL1d: Explains their own ideas and understanding of the discussion.

3SL1e: Consider individual differences when communicating with others.

3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).

3SL3: Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail.

### **Presentation of Knowledge and Ideas**

3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details.

3SL6: Identify contexts that call for academic English or informal discourse.

## **3<sup>rd</sup> Grade Language Standards**

**Please note: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 3<sup>rd</sup> grade. Local curriculum choices will determine which specific skills are included in 3<sup>rd</sup> grade.** These banded skills can be found in Appendix A at the end of this document. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3-5, the student is expected to know and be able to use the skills ***by the end of 5<sup>th</sup> grade***. The → is included to indicate skills that connect and progress across the band.

### **Conventions of Academic English/Language for Learning (See Appendix A)**

#### **Knowledge of Language**

3L3: Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.

3L3a: Choose words and phrases for effect.

3L3b: Recognize and observe differences between the conventions of spoken and written academic English.

### **Vocabulary Acquisition and Use**

3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based, choosing flexibly from a range of strategies, including, but not limited to the following.

3L4a: Use sentence-level context as a clue to the meaning of a word or phrase.

3L4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

3L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

3L4d: Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.

3L5: Demonstrate understanding of word relationships and nuances in word meanings.

3L5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

3L5b: Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or *helpful*).

3L5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went out for dessert*).

# 4<sup>th</sup> Grade English Language Arts Learning Standards

## 4<sup>th</sup> Grade Introduction

### **Guidance and Support**

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in 4<sup>th</sup> grade, some students may require support to demonstrate skills.

### **Range of Student Reading Experiences for 4<sup>th</sup> Grade**

Students in 4th grade should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for children to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for readers can take a variety of formats, including read-alouds, shared readings, paired readings, independent readings and other learning activities that incorporate literacy materials, talking, and writing. We refer to these instructional events as ‘reading or literacy experiences’ because the focus is on using texts, printed and visual, to develop readers’ concepts of how meaning is conveyed through reading and writing, and in turn their ability to make meaning of increasingly complex text. Much of this work is done through talk-reading and reading-writing connections.

The following are examples of literary and informational text types that could be used in classroom instruction. Texts are not limited to these examples.

**Literature:** stories, drama, poetry, fiction, fairytales, folk tales, tall tales, and other literary texts.

**Informational Text:** nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### **Text Complexity Expectations for 4<sup>th</sup> Grade**

By the end of the school year, 4<sup>th</sup> grade students will read and comprehend literary and informational texts that are at or above grade level. As in the early grades, though perhaps less striking, there still needs to be a distinction between the complexity of the texts used for children to work on their word reading fluency and their independent comprehension skills, and the complexity of the texts used as part of teacher-led classroom instruction and units of study to build up their language and knowledge. Because each reader brings different skills and background knowledge to the act of reading, a text that is ‘complex’ for one reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to access complex texts.

### **English Language Learners/Multilingual Learners**

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic

competencies in their home or primary language. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. The eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA standards. Throughout the standards, the use of annotation marks this concept for ELLs/MLLs.

### **Students with Disabilities**

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers. Each child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning standards. With the appropriate services and supports, children with disabilities can participate in experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.

## **4<sup>th</sup> Grade Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL)

In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

### **Craft and Structure**

4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)

4R5: In literary texts, identify and analyze structural elements, using terms such as verse,

rhythm, meter, characters, settings, dialogue, stage directions. (RL)

In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)

In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)

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

4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations, and explain how the information contributes to an understanding of the text. (RI&RL)

4R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)

4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)

## **4<sup>th</sup> Grade Reading Standards: Foundational Skills**

### **Print Concepts**

RF1: There is not a grade 4 standard for this concept. Please see preceding grades for more information.

### **Phonological Awareness**

RF2: There is not a grade 4 standard for this concept. Please see preceding grades for more information.

### **Phonics and Word Recognition**

4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

4RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

4RF3b: Use combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology (e.g. roots, prefixes, and suffixes) to read accurately unfamiliar multisyllabic words in and out of context.

## **Fluency**

4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

4RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.

4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **4<sup>th</sup> Grade Writing Standards**

### **Production and Range of Writing for 4<sup>th</sup> Grade**

As students in 4<sup>th</sup> grade develop their writing skills, they will use a variety of strategies to plan, revise, and strengthen their writing as they work independently and collaboratively with adults and peers to produce texts, and to learn about and develop oral language-written language and reading-writing connections. Students in 4<sup>th</sup> grade will write for multiple purposes (to entertain, to explain, to persuade) and learn about various tools (print and digital) to produce, share, and publish writing. In all writing tasks, students will learn to use and to adjust language to best communicate ideas, content, and message to readers; that is, fourth graders should be clear on the distinction between conversational and academic language and their purposes and use—and beginning to master some of the conventions of academic language at grade-appropriate levels.

Students' academic language skills, including written language, co-develop with content and world knowledge and through opportunities to read, write, and discuss with peers. As part of their writing development, students should continue to learn about how technology and digital tools for writing can increase learning and communication. Students should receive instruction in keyboarding, with a focus on technique over speed. Please see the Lifelong Practices for Writers for examples of important lifelong writing habits that should begin in the early years and continue through life.

### **Text Types and Purposes**

4W1: Write an argument to support claim(s), using clear reasons and relevant evidence.

4W1a: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.

4W1b: Use precise language and content-specific vocabulary.

4W1c: Use transitional words and phrases to connect ideas within categories of information.

4W1d: Provide a concluding statement or section related to the argument presented.

4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

4W2a: Introduce a topic clearly and organize related information in paragraphs and sections.

4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.

4W2c: Use precise language and content-specific vocabulary.

4W2d: Use transitional words and phrases to connect ideas within categories of information.

4W2e: Provide a concluding statement or section related to the information or explanation presented.

4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

4W3a: Establish a situation and introduce a narrator and/or characters.

4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.

4W3c: Use transitional words and phrases to manage the sequence of events.

4W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

4W3e: Provide a conclusion that follows from the narrated experiences or events.

4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.

4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying grade 4 reading standards.

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

4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.

4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.

## **4<sup>th</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

4LS1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.

4SL1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

4SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas**

4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.

4SL5: Include digital media and/or visual displays in presentations to emphasize central ideas or themes.

4SL6: Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.

## **4<sup>th</sup> Grade Language Standards**

**Please note: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 4<sup>th</sup> grade. Local curriculum choices will determine which specific skills are included in 4<sup>th</sup> grade.** These banded skills can be found in Appendix A at the end of this document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3-5, the student is expected to know and be able to use the skills ***by the end of 5<sup>th</sup> grade***. The → is included to indicate skills that connect and progress across the band.

### **Conventions of Academic English/Language for Learning (See Appendix A)**

#### **Knowledge of Language**



4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

4L3a: Choose words and phrases to convey ideas precisely.

4L3b: Choose punctuation for effect.

4L3c: Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### **Vocabulary Acquisition and Use**

4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

4L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

4L5a: Explain the meaning of simple similes and metaphors in context.

4L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.

4L5c: Demonstrate understanding of words by relating them to their antonyms and synonyms.

4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

# 5<sup>th</sup> Grade English Language Arts Learning Standards

## 5<sup>th</sup> Grade Introduction

### **Guidance and Support**

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in 5<sup>th</sup> grade, some students may require support to demonstrate skills.

### **Range of Student Reading Experiences for 5<sup>th</sup> Grade**

Students in 5th grade should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for children to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for readers can take a variety of formats, including read-alouds, shared readings, paired readings, independent readings and other learning activities that incorporate literacy materials, talking, and writing. We refer to these instructional events as ‘reading or literacy experiences’ because the focus is on using texts, printed and visual, to develop readers’ concepts of how meaning is conveyed through reading and writing, and in turn their ability to make meaning of increasingly complex text. Much of this work is done through talk-reading and reading-writing connections.

The following are examples of literary and informational text types that could be used in classroom instruction. Texts are not limited to these examples.

**Literature:** stories, drama, poetry, fiction, fairytales, folk tales, tall tales, and other literary texts.

**Informational Text:** nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### **Text Complexity Expectations for 5<sup>th</sup> Grade**

By the end of the school year, 5<sup>th</sup> grade students will read and comprehend literary and informational texts at or above grade level. As in the early grades, though perhaps less striking, there still needs to be a distinction between the complexity of the texts used for children to work on their independent comprehension skills, and the complexity of the texts used as part of teacher-led classroom instruction and units of study to build up their language and knowledge. Because each reader brings different skills and background knowledge to the act of reading, a text that is ‘complex’ for one reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to access complex texts.

### **English Language Learners/Multilingual Learners**

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic

competencies in their home or primary language. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. The eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA standards. Throughout the standards, the use of annotation marks this concept for ELLs/MLLs.

### **Students with Disabilities**

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers. Each child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning standards. With the appropriate services and supports, children with disabilities can participate in experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.

## **5<sup>th</sup> Grade Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)

5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)

In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)

### **Craft and Structure**

5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)

5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)

In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RL)

5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. (RL)

In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)

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

5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)

5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL)

5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL)

## **5<sup>th</sup> Grade Reading Standards: Foundational Skills**

### **Print Concepts**

RF1: There is not a grade 5 standard for this concept. Please see preceding grades for more information.

### **Phonological Awareness**

RF2: There is not a grade 5 standard for this concept. Please see preceding grades for more information.

### **Phonics and Word Recognition**

5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

5RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar

multisyllabic words in context and out of context.

## **Fluency**

5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

5RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.

5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **5<sup>th</sup> Grade Writing Standards**

### **Production and Range of Writing for 5<sup>th</sup> Grade**

As students in 5<sup>th</sup> grade develop their writing skills, they will use a variety of strategies to plan, revise, and strengthen their writing as they work independently and collaboratively with adults and peers to produce texts, and to learn about and develop oral language-written language and reading-writing connections. Students in 5<sup>th</sup> grade will write for multiple purposes (to entertain, to explain, to persuade) and learn about various tools (print and digital) to produce, share, and publish writing. In all writing tasks, students will learn to use and to adjust language to best communicate ideas, content, and message to readers; that is, 5th graders should be clear on the distinction between conversational and academic language and their purposes and use—they should be able to move between registers and show mastery of some of the conventions of academic language.

Students' academic language skills, including written language, co-develop with content and world knowledge and through opportunities to read, write, and discuss with peers. As part of their writing development, students should continue to learn about how technology and digital tools for writing can increase learning and communication. Students should continue to improve keyboarding skills, with a focus on increasing speed as well as accuracy. Please see the Lifelong Practices for Writers for examples of important lifelong writing habits that should begin in the early years and continue through life.

### **Text Types and Purposes**

5W1: Write an argument to support claims with clear reasons and relevant evidence.

5W1a: Introduce a precise claim and organize the reasons and evidence logically.

5W1b: Provide logically ordered reasons that are supported by facts and details from various sources.

5W1c: Use precise language and content-specific vocabulary while writing an argument.

5W1d: Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.

5W1e: Provide a concluding statement or section related to the argument presented.  
5W1f: Maintain a style and tone appropriate to the writing task.

5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

5W2a: Introduce a topic clearly, provide a general focus, and organize related information logically.

5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.

5W2c: Use precise language and content-specific vocabulary to explain a topic.

5W2d: Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.

5W2e: Provide a concluding statement or section related to the information or explanation presented.

5W2f: Establish a style aligned to a subject area or task.

5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

5W3a: Establish a situation and introduce a narrator and/or characters.

5W3b: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.

5W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

5W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

5W3e: Provide a conclusion that follows from the narrated experiences or events.

5W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.

5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.

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

5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.

5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.

## 5<sup>th</sup> Grade Speaking and Listening

### Comprehension and Collaboration

5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

5SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.

5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5SL1d: Consider the ideas expressed and draw conclusion about information and knowledge gained from the discussions.

5SL2: Summarize information presented in diverse format (e.g., including visual, quantitative, and oral).

5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.

### Presentation of Knowledge and Ideas

5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.

5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.

5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.

## 5<sup>th</sup> Grade Language Standards

**Please note: Language Standards 1 and 2 are organized within grade bands and are meant to be accomplished by the end of 5<sup>th</sup> grade. Local curriculum choices will determine which specific skills are included in 5<sup>th</sup> grade.** These banded skills can be found in Appendix A at the end of this document. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3-5, the student is expected to know and be able to use the skills ***by the end of 5<sup>th</sup> grade***. The → is included to indicate skills that connect and progress across the band.

## Conventions of Academic English/Language for Learning (See Appendix A)

### Knowledge of Language

5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

5L3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

5L3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

### Vocabulary Acquisition and Use

5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

5L4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

5L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5L5a: Interpret figurative language, including similes and metaphors, in context.

5L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.

5L5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).



# **Middle Grades English Language Arts Learning Standards**

# 6<sup>th</sup> Grade English Language Arts Learning Standards

## 6<sup>th</sup> Grade Introduction

### **Guidance and Support**

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in 6<sup>th</sup> grade, some students may require support to demonstrate skills.

### **Range of Student Reading Experiences for 6<sup>th</sup> Grade**

Students in 6<sup>th</sup> grade should experience a balance of literature and informational texts designed to create opportunities for learners to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for readers can take a variety of formats, including shared readings, paired readings, independent readings and other learning activities that incorporate literacy materials, talking, and writing. We refer to these instructional events as ‘reading or literacy experiences’ because the focus is on using texts, printed and visual, to develop readers’ concepts of how meaning is conveyed through reading and writing, and in turn their ability to make meaning of increasingly complex text. Much of this work is done through talk-reading and reading-writing connections.

The following are examples of literary and informational text types that could be used in classroom instruction. Texts are not limited to these examples.

**Literature:** stories, drama, poetry, fiction, myths, graphic novels, and other literary texts.

**Informational Text:** nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### **Text Complexity Expectations for 6<sup>th</sup> Grade**

By the end of the school year, 6<sup>th</sup> grade students will read and comprehend literary and informational texts that are appropriately at or above grade level. Though less striking than in the earlier grades, there still needs to be a distinction between the complexity of the texts used for children to work on their independent comprehension skills, and the complexity of the texts used as part of teacher-led classroom instruction and units of study to build up their language and knowledge. Because each reader brings different skills and background knowledge to the act of reading, a text that is ‘complex’ for one reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to access grade-level texts.

### **English Language Learners/Multilingual Learners**

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic

competencies in their home or primary language. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. The eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA standards. Throughout the standards, the use of annotation marks this concept for ELLs/MLLs.

### **Students with Disabilities**

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers. Each child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning standards. With the appropriate services and supports, children with disabilities can participate in experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.

## **6<sup>th</sup> Grade Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text. (RI&RL)

6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)

In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

### **Craft and Structure**

6R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)

6R5: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot. (RL)

In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/ central ideas. (RI)

6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL)  
Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)

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

6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)

6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI&RL)

6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

## **6<sup>th</sup> Grade Writing Standards**

### **Production and Range of Writing for 6<sup>th</sup> Grade**

As students in 6<sup>th</sup> grade develop their writing skills, they will use a variety of strategies to plan, revise, and strengthen their writing as they work independently and collaboratively with adults and peers to produce texts, and to learn about and develop oral language-written language and reading-writing connections. Students in 6<sup>th</sup> grade will write for multiple purposes (to entertain, to explain, to persuade) and learn about various tools (print and digital) to produce, share, and publish writing. In all writing tasks, students will learn to use and to adjust language to best communicate ideas, content, and message to readers; that is, 6<sup>th</sup> graders should be clear on the distinction between conversational and academic language and their purposes and use—they should be able to move between the registers and show mastery of some of the conventions of academic language.

Students’ academic language skills, including written language, co-develop with content and world knowledge and through opportunities to read, write, and discuss with peers. As part of their writing development, students should continue to learn about how technology and digital tools for writing can increase learning and communication. Students should continue to improve keyboarding skills, with a focus on increasing speed as well as accuracy. Please see the Lifelong Practices for Writers for examples of important lifelong writing habits that should begin

in the early years and continue through life.

### **Text Types and Purposes**

6W1: Write arguments to support claims with clear reasons and relevant evidence.

6W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.

6W1b: Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.

6W1c: Use precise language and content-specific vocabulary to argue a claim.

6W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

6W1e: Provide a concluding statement or section that explains the significance of the argument presented.

6W1f: Maintain a style and tone appropriate to the writing task.

6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect;

6W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

6W2c: Use precise language and content-specific vocabulary to explain a topic.

6W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

6W2e: Provide a concluding statement or section that explains the significance of the information presented.

6W2f: Establish and maintain a style appropriate to the writing task.

6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.

6W3a: Engage the reader by introducing a narrator and/or characters.

6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.

6W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

6W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

6W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.

6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to both literary and informational text, where applicable.

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

6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.

6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.

## **6<sup>th</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

6SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

6SL1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

6SL2: Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.

6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### **Presentation of Knowledge and Ideas**

6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate

volume, and clear enunciation.

6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.

6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## 6<sup>th</sup> Grade Language Standards

**Please note: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 6<sup>th</sup> grade. Local curriculum choices will determine which specific skills are included in 6<sup>th</sup> grade.** These banded skills can be found in Appendix A at the end of this document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6-8, the student is expected to know and be able to use the skills **by the end of 8<sup>th</sup> grade**. The → is included to indicate skills that connect and progress across the band.

### Conventions of Academic English/Language for Learning (See Appendix A)

#### Knowledge of Language

6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

6L3a: Vary sentence patterns for meaning, reader/listener interest, and style.

6L3b: Maintain consistency in style and tone.

#### Vocabulary Acquisition and Use

6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

6L4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

6L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

6L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

6L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6L5a: Interpret figurative language, including personification, in context.

6L5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

6L5c: Distinguish among the connotations of words with similar denotations (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.



# 7<sup>th</sup> Grade English Language Arts Learning Standards

## 7<sup>th</sup> Grade Introduction

### **Guidance and Support**

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in 7<sup>th</sup> grade, some students may require support to demonstrate skills.

### **Range of Student Reading Experiences for 7<sup>th</sup> Grade**

Students in 7<sup>th</sup> grade should experience a balance of literature and informational texts designed to create opportunities for learners to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for readers can take a variety of formats, including shared readings, paired readings, independent readings and other learning activities that incorporate literacy materials, talking, and writing. We refer to these instructional events as ‘reading or literacy experiences’ because the focus is on using texts, printed and visual, to develop readers’ concepts of how meaning is conveyed through reading and writing, and in turn their ability to make meaning of increasingly complex text. Much of this work is done through talk-reading and reading-writing connections.

The following are examples of literary and informational text types that could be used in classroom instruction. Texts are not limited to these examples.

**Literature:** stories, drama, poetry, fiction, myths, graphic novels, and other literary texts.

**Informational Text:** nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### **Text Complexity Expectations for 7<sup>th</sup> Grade**

By the end of the school year, 7<sup>th</sup> grade students will read and comprehend literary and informational texts that are at or above grade level. Though less striking than in the earlier grades, there still needs to be a distinction between the complexity of the texts used for children to work on their independent comprehension skills, and the complexity of the texts used as part of teacher-led classroom instruction and units of study to build up their language and knowledge. Because each reader brings different skills and background knowledge to the act of reading, a text that is ‘complex’ for one reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to access grade-level texts.

### **English Language Learners/Multilingual Learners**

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic

competencies in their home or primary language. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. The eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA standards. Throughout the standards, the use of annotation marks this concept for ELLs/MLLs.

### **Students with Disabilities**

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers. Each child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning standards. With the appropriate services and supports, children with disabilities can participate in experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.

## **7<sup>th</sup> Grade Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)

7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL)

In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

### **Craft and Structure**

7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)

7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. (RL)

In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas. (RI)

7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL)

In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)

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

7R7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)

7R8: Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)

7R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

## **7<sup>th</sup> Grade Writing Standards**

### **Production and Range of Writing for 7<sup>th</sup> Grade**

As students in 7<sup>th</sup> grade develop their writing skills, they will use a variety of strategies to plan, revise, and strengthen their writing as they work independently and collaboratively with adults and peers to produce texts, and to learn about and develop oral language-written language and reading-writing connections. Students in 7<sup>th</sup> grade will write for multiple purposes (to entertain, to explain, to persuade) and learn about various tools (print and digital) to produce, share, and publish writing. In all writing tasks, students will learn to use and to adjust language to best communicate ideas, content, and message to readers; that is, 7<sup>th</sup> graders should be clear on the distinction between conversational and academic language and their purposes and use—they should be able to move between the registers and show mastery of many of the conventions of academic language.

Students' academic language skills, including written language, co-develop with content and world knowledge and through opportunities to read, write, and discuss with peers. As part of their writing development, students should continue to learn about how technology and digital tools for writing can increase learning and communication. Students should continue to

improve keyboarding skills to increase speed and accuracy. Please see the Lifelong Practices for Writers for examples of important lifelong writing habits that should begin in the early years and continue through life.

### **Text Types and Purposes**

7W1: Write arguments to support claims with clear reasons and relevant evidence.

7W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.

7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.

7W1c: Use precise language and content-specific vocabulary to argue a claim.

7W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

7W1e: Provide a concluding statement or section that explains the significance of the argument presented.

7W1f: Maintain a style and tone appropriate to the writing task.

7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

7W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

7W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

7W2c: Use precise language and content-specific vocabulary to explain a topic.

7W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

7W2e: Provide a concluding statement or section that explains the significance of the information presented.

7W2f: Establish and maintain a style appropriate to the writing task.

7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.

7W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.

7W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.

7W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

7W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

7W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

7W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.

7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to both literary and informational text, where applicable.

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

7W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.

7W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

## **7<sup>th</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

7SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

7SL1b: Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

7SL1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

7SL1d: Acknowledge new information expressed by others and, when warranted, modify personal views.

7SL2: Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study.

7SL3: Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and

the relevance and sufficiency of the evidence.

### **Presentation of Knowledge and Ideas**

7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.

7SL5: Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.

7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **7<sup>th</sup> Grade Language Standards**

**Please note: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 7<sup>th</sup> grade. Local curriculum choices will determine which specific skills are included in 7<sup>th</sup> grade.** These banded skills can be found in Appendix A at the end of this document. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6-8, the student is expected to know and be able to use the skills **by the end of 7<sup>th</sup> grade**. The → is included to indicate skills that connect and progress across the band.

### **Conventions of Academic English/Language for Learning (See Appendix A)**

#### **Knowledge of Language**

7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

7L3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

#### **Vocabulary Acquisition and Use**

7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

7L4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

7L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

7L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

7L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

7L5a: Interpret figurative language, including allusions, in context.

7L5b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

7L5c: Distinguish among the connotations of words with similar denotations (e.g., *refined, respectful, polite, diplomatic, condescending*).

7L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# 8<sup>th</sup> Grade English Language Arts Learning Standards

## 8<sup>th</sup> Grade Introduction

### **Guidance and Support**

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in 8<sup>th</sup> grade, some students may require support to demonstrate skills.

### **Range of Student Reading Experiences for 8<sup>th</sup> Grade**

Students in 8th grade should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for learners to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for readers can take a variety of formats, including shared readings, paired readings, independent readings and other learning activities that incorporate literacy materials, talking, and writing. We refer to these instructional events as ‘reading or literacy experiences’ because the focus is on using texts, printed and visual, to develop readers’ concepts of how meaning is conveyed through reading and writing, and in turn their ability to make meaning of increasingly complex text. Much of this work is done through talk-reading and reading-writing connections.

The following are examples of literary and informational text types that could be used in classroom instruction. Texts are not limited to these examples.

**Literature:** stories, drama, poetry, fiction, myths, graphic novels, and other literary texts.

**Informational Text:** nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### **Text Complexity Expectations for 8<sup>th</sup> Grade**

By the end of the school year, 8<sup>th</sup> grade students will read and comprehend literary and informational texts that are at or above grade level. Though less striking than in the earlier grades, there still needs to be a distinction between the complexity of the texts used for children to work on their independent comprehension skills, and the complexity of the texts used as part of teacher-led classroom instruction and units of study to build up their language and knowledge. Because each reader brings different skills and background knowledge to the act of reading, a text that is ‘complex’ for one reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to access grade-level texts.

### **English Language Learners/Multilingual Learners**

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic



competencies in their home or primary language. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. The eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA standards. Throughout the standards, the use of annotation marks this concept for ELLs/MLLs.

### **Students with Disabilities**

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers. Each child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning standards. With the appropriate services and supports, children with disabilities can participate in experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.

## **8<sup>th</sup> Grade Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)

8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)

In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

### **Craft and Structure**

8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)

8R5: In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea. (RI&RL)

8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL)

In informational texts, analyze how the author addresses conflicting evidence or viewpoints. (RI)

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

8R7: Evaluate the advantages and disadvantages of using different media-- text, audio, video, stage, or digital-- to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL)

8R8: Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)

8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

## **8<sup>th</sup> Grade Writing Standards**

### **Production and Range of Writing for 8<sup>th</sup> Grade**

As students in 8<sup>th</sup> grade develop their writing skills, they will use a variety of strategies to plan, revise, and strengthen their writing as they work independently and collaboratively with adults and peers to produce texts, and to learn about and develop oral language-written language and reading-writing connections. Students in 8<sup>th</sup> grade will write for multiple purposes (to entertain, to explain, to persuade) and learn about various tools (print and digital) to produce, share, and publish writing. In all writing tasks, students will learn to use and to adjust language to best communicate ideas, content, and message to readers; that is, 8<sup>th</sup> graders should be clear on the distinction between conversational and academic language and their purposes and use—they should be able to move between the registers and show mastery of many of the conventions of academic language.

Students' academic language skills, including written language, co-develop with content and world knowledge and through opportunities to read, write, and discuss with peers. As part of their writing development, students should continue to learn about how technology and digital tools for writing can increase learning and communication. Students should continue to improve keyboarding skills to increase speed and accuracy. Please see the Lifelong Practices for

Writers for examples of important lifelong writing habits that should begin in the early years and continue through life.

### **Text Types and Purposes**

8W1: Write arguments to support claims with clear reasons and relevant evidence.

8W1a: Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.

8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.

8W1c: Use precise language and content-specific vocabulary to argue a claim.

8W1d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

8W1e: Provide a concluding statement or section that explains the significance of the argument presented.

8W1f: Maintain a style and tone appropriate to the writing task.

8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

8W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

8W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

8W2c: Use precise language and content-specific vocabulary to explain a topic.

8W2d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

8W2e: Provide a concluding statement or section that explains the significance of the information presented.

8W2f: Establish and maintain a style appropriate to the writing task.

8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

8W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.

8W3b: Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.

8W3c: Use a variety of transitional 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.

8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

8W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

8W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.

8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to both literary and informational text, where applicable.

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

8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.

8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

## **8<sup>th</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

8SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

8SL1b: Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

8SL1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

8SL1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.

8SL2: Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its

presentation.

8SL3: Delineate a speaker’s argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.

### **Presentation of Knowledge and Ideas**

8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear-enunciation.

8SL5: Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.

8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **8<sup>th</sup> Grade Language Standards**

**Please note: Language Standards 1 and 2 are organized within grade bands and are meant to be accomplished by the end of 8<sup>th</sup> grade. Local curriculum choices will determine which specific skills are included in 8<sup>th</sup> grade.** These banded skills can be found in Appendix A at the end of this document. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6-8, the student is expected to know and be able to use the skills ***by the end of 8<sup>th</sup> grade***. The → is included to indicate skills that connect and progress across the band.

### **Conventions of Academic English/Language for Learning (See Appendix A)**

#### **Knowledge of Language**

8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

8L3a: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

## Vocabulary Acquisition and Use

8L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

8L4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

8L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

8L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

8L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

8L5a: Interpret figures of speech including irony and puns in context.

8L5b: Use the relationship between particular words to better understand each of the words.

8L5c: Distinguish among the connotations of words with similar denotations (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

8L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# **High School English Language Arts Learning Standards**

# 9<sup>th</sup>-10<sup>th</sup> Grade English Language Arts Learning Standards

## 9<sup>th</sup>-10<sup>th</sup> Grade Introduction

### **Guidance and Support**

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in 9<sup>th</sup>-10<sup>th</sup> grade, some students may require support to demonstrate skills.

### **Range of Student Reading Experiences for 9<sup>th</sup>-10<sup>th</sup> Grade**

Students in 9<sup>th</sup> and 10<sup>th</sup> grades should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for learners to engage with a variety of topics, texts, and in discussions about texts that support language development and knowledge building. Creating this learning environment for readers can take a variety of formats, including shared readings, paired readings, independent readings and other learning activities that incorporate literacy materials, talking, and writing. We refer to these instructional events as ‘reading or literacy experiences’ because the focus is on using texts, printed and visual, to develop readers’ concepts of how meaning is conveyed through reading and writing, and in turn their ability to make meaning of increasingly complex text. Much of this work is done through talk-reading and reading-writing connections.

The following are examples of literary and informational text types that could be used in classroom instruction. Texts are not limited to these examples.

**Literature:** stories, drama, poetry, fiction, myths, graphic novels, and other literary texts.

**Informational Text:** nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### **Text Complexity Expectations for 9<sup>th</sup>-10<sup>th</sup> Grade**

By the end of the school year, 9<sup>th</sup>-10<sup>th</sup> grade students will read and comprehend literary and informational texts that are at or above grade level. Because each reader brings different skills and background knowledge to the act of reading, a text that is ‘complex’ for one reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to access grade-level texts.

### **English Language Learners/Multilingual Learners**

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic competencies in their home or primary language. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. The eventual goal of English



Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA standards. Throughout the standards, the use of annotation marks this concept for ELLs/MLLs.

### **Students with Disabilities**

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers. Each child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning standards. With the appropriate services and supports, children with disabilities can participate in experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.

## **9<sup>th</sup>-10<sup>th</sup> Grade Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)

9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL)

In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

### **Craft and Structure**

9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning,

tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL)

In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)

9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)

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

9-10R7: Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary). (RI&RL)

9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI&RL)

9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

## **9<sup>th</sup>-10<sup>th</sup> Grade Writing Standards**

### **Production and Range of Writing for 9<sup>th</sup>- 10<sup>th</sup> Grade**

As students in 9<sup>th</sup> and 10<sup>th</sup> grades develop their writing skills, they will use a variety of strategies to plan, revise, and strengthen their writing as they work independently and collaboratively with adults and peers to produce texts, and to learn about and develop oral language-written language and reading-writing connections. Students in 9<sup>th</sup> and 10<sup>th</sup> grade will write for multiple purposes (to entertain, to explain, to persuade) and learn about various tools (print and digital) to produce, share, and publish writing. In all writing tasks, students will learn to use and to adjust language to best communicate ideas, content, and message to readers; that is, 9<sup>th</sup> and 10<sup>th</sup> graders should be clear on the distinction between conversational and academic language and their purposes and use—they should be able to move between these registers and show mastery most of the conventions of academic language.

Students' academic language skills, including written language, co-develop with content and

world knowledge and through opportunities to read, write, and discuss with peers. As part of their writing development, students should continue to learn about how technology and digital tools for writing can increase learning and communication. Students should continue to improve keyboarding skills to increase speed and accuracy. Please see the Lifelong Practices for Writers for examples of important lifelong writing habits that should begin in the early years and continue through life.

### **Text Types and Purposes**

9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.

9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.

9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.

9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.

9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented.

9-10W1f: Maintain a style and tone appropriate to the writing task.

9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

9-10W2e: Provide a concluding statement or section that explains the significance of the

information presented.

9-10W2f: Establish and maintain a style appropriate to the writing task.

9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

9-10W3a: Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.

9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.

9-10W3c: Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.

9-10W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

9-10W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

9-10W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.

9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable.

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

9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

## **9<sup>th</sup>-10<sup>th</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.

9-10SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

9-10SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.

9-10SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.

### **Presentation of Knowledge and Ideas**

9-10SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.

9-10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.

9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **9<sup>th</sup>-10<sup>th</sup> Grade Language Standards**

**Please note: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 9<sup>th</sup>- 10<sup>th</sup> grade. Local curriculum choices will determine which specific skills are included in 9<sup>th</sup> and 10<sup>th</sup> grade.** Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of this

document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 9-12, the student is expected to know and be able to use the skills **by the end of 12<sup>th</sup> grade**. The → is included to indicate skills that connect and progress across the band.

## **Conventions of Academic English/Language for Learning (See Appendix A)**

### **Knowledge of Language**

9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

### **Vocabulary Acquisition and Use**

9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

9-10L4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

9-10L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

9-10L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

9-10L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

9-10L5a: Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.

9-10L5b: Analyze nuances in the meaning of words with similar denotations.

9-10L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# 11<sup>th</sup>-12<sup>th</sup> Grade English Language Arts Learning Standards

## 11<sup>th</sup>-12<sup>th</sup> Grade Introduction

### **Guidance and Support**

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in 11<sup>th</sup>-12<sup>th</sup> grade, some students may require support to demonstrate skills.

### **Range of Student Reading Experiences for 11<sup>th</sup>-12<sup>th</sup> Grade**

Students in 11<sup>th</sup> and 12<sup>th</sup> grade should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for learners to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for readers can take a variety of formats, including shared readings, paired readings, independent readings and other learning activities that incorporate literacy materials, talking, and writing. We refer to these instructional events as ‘reading or literacy experiences’ because the focus is on using texts, printed and visual, to develop readers’ concepts of how meaning is conveyed through reading and writing, and in turn their ability to make meaning of increasingly complex text. Much of this work is done through talk-reading and reading-writing connections.

The following are examples of literary and informational text types that could be used in classroom instruction. Texts are not limited to these examples.

**Literature:** stories, drama, poetry, fiction, myths, graphic novels, and other literary texts.

**Informational Text:** nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### **Text Complexity Expectations for 11<sup>th</sup>-12<sup>th</sup> Grade**

By the end of the school year, 11<sup>th</sup> and 12<sup>th</sup> grade students will read and comprehend literary and informational texts that are at or above grade level. Because each reader brings different skills and background knowledge to the act of reading, a text that is ‘complex’ for one reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to access grade-level texts.

### **English Language Learners/Multilingual Learners**

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic competencies in their home or primary language. While building proficiency in English,

ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. The eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA standards. Throughout the standards, the use of annotation marks this concept for ELLs/MLLs.

### **Students with Disabilities**

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers. Each child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning standards. With the appropriate services and supports, children with disabilities can participate in experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.

## **11<sup>th</sup>-12<sup>th</sup> Grade Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

11-12R3: In literary texts, analyze the impact of author's choices. (RL)

In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

### **Craft and Structure**

11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)



11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL)

In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)

11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)

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

11-12R7: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL)

In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)

11-12R8: Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&RL)

11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

## **11<sup>th</sup>-12<sup>th</sup> Grade Writing Standards**

### **Production and Range of Writing for 11<sup>th</sup>- 12<sup>th</sup> Grade**

As students in 11<sup>th</sup> and 12<sup>th</sup> grades develop their writing skills, they will use a variety of strategies to plan, revise, and strengthen their writing as they work independently and collaboratively with adults and peers to produce texts, and to learn about and develop oral language-written language and reading-writing connections. Students in 11<sup>th</sup> and 12<sup>th</sup> grade will write for multiple purposes (to entertain, to explain, to persuade) and learn about various tools (print and digital) to produce, share, and publish writing. In all writing tasks, students will learn to use and to adjust language to best communicate ideas, content, and message to readers; that is, 11<sup>th</sup> and 12<sup>th</sup> graders should be clear on the distinction between conversational and academic language and their purposes and use—they should be able to move between these registers and show mastery of the conventions of academic language.

Students' academic language skills, including written language, co-develop with content and

world knowledge and through opportunities to read, write, and discuss with peers. As part of their writing development, students should continue to learn about how technology and digital tools for writing can increase learning and communication. Students should demonstrate proficient keyboarding skills. Please see the Lifelong Practices for Writers for examples of important lifelong writing habits that should begin in the early years and continue through life.

### **Text Types and Purposes**

**11-12W1:** Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

11-12W1b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.

11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.

11-12W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.

11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented.

11-12W1f: Maintain a style and tone appropriate to the writing task.

**11-12W2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

11-12W2a: Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

11-12W2b: Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.

11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

11-12W2e: Provide a concluding statement or section that explains the significance of the information presented.

11-12W2f: Establish and maintain a style appropriate to the writing task.

11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

11-12W3a: Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.

11-12W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.

11-12W3c: Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

11-12W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

11-12W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

11-12W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres.

Explain connections between the original and the created work.

11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.

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

11-12W6: Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

11-12W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

## **11<sup>th</sup>-12<sup>th</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

11-12LS1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.

11-12SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

11-12SL1c: Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

11-12SL1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.

11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.

### **Presentation of Knowledge and Ideas**

11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.

11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.

11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **11<sup>th</sup>-12<sup>th</sup> Grade Language Standards**

**Please note: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 12<sup>th</sup> grade. Local curriculum choices will determine which specific skills are included in 11<sup>th</sup> and 12<sup>th</sup> grade.** Language Standards 1 and 2 are organized

within grade bands. These banded skills can be found in Appendix A at the end of this document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 9-12, the student is expected to know and be able to use the skills **by the end of 12<sup>th</sup> grade**. The → is included to indicate skills that connect and progress across the band.

## **Conventions of Academic English/Language for Learning (See Appendix A)**

### **Knowledge of Language**

11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

11-12L3a: Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### **Vocabulary Acquisition and Use**

11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

11-12L4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

11-12L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

11-12L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

11-12L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

11-12L5a: Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text.

11-12L5b: Analyze nuances in the meaning of words with similar denotations.

11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## APPENDIX A

### Conventions of Academic English/Language for Learning: Grade Band Skills

Please note: Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills, the student is expected to know and be able to use the skills by the end of the grade band. The → is included to indicate skills that connect and progress across the band. These particular skills are depicted on a continuum because research suggests that they develop along a progression.

#### Prekindergarten-Grade 2

Anchor Standard L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking\*.

Core Conventions Skills for Grades Prekindergarten→Grade 2:

- Print upper- and lowercase letters in their name → Print many letters → Print all upper- and lowercase letters.
- Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
- Use common, proper, and possessive nouns.
- Use collective nouns (e.g., group).
- Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).
- Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).
- Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
- Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
- Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
- Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally)
- Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

\*While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

**Anchor Standard L2:** Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing\*. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages).

**Core Punctuation and Spelling Skills** for Grades P→2:

- Attempt to write symbols or letters to represent words.
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Consult reference materials as needed to check and correct spellings.
- Recognize and name end punctuation. → Use end punctuation for sentences.
- Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
- Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.

## Grades 3-5

**Anchor Standard L1:** Demonstrate command of the conventions of academic English grammar and usage when writing or speaking\*.

**Core Conventions Skills** for Grades 3→5:

- Produce simple, compound, and complex sentences.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns.
- Form and use regular and irregular verbs.

\*While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

- Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
- Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Ensure subject-verb and pronoun-antecedent agreement.
- Use coordinating and subordinating conjunctions.
- Use and identify prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., to, too, two; there, their).

**Anchor Standard 3L2:** Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing\*.

**Core Punctuation and Spelling Skills for Grades 3→5:**

- Capitalize appropriate words in titles.
- Use correct capitalization.
- Use commas in addresses.
- Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use punctuation to separate items in a series.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  
→ Spell grade-appropriate words correctly, consulting references as needed.
- Use quotation marks or italics to indicate titles of works.

\*While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.



## Grades 6-8

**Anchor Standard L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking\*.

\*While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

**Core Conventions Skills** for Grades 6→8:

- Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct pronouns that have unclear or ambiguous antecedents.
- Explain the function of phrases and clauses in general, as well as in specific sentences.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Explain the function of verbals (gerunds, participles, infinitives).
- Form and use verbs in the active and passive voice.
- Recognize and correct inappropriate verb shifts.

**Anchor Standard L2:** Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing\*.

\*While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

**Core Punctuation and Spelling Skills** for Grades 6→8:

- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.

## Grades 9-12

### Conventions of Academic English

**Anchor Standard L1:** Demonstrate command of the conventions of academic English grammar and usage when writing or speaking\*.

\*While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

**Core Conventions Skills** for Grades 9→12:

- Use parallel structure.
- Use various types of phrases and clauses to add variety and interest to writing or presentations.
- Understand that usage is a matter of convention that can change over time.
- Resolve issues of complex or contested usage, consulting references as needed.

**Anchor Standard L2:** Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing\*

\*While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

**Core Punctuation and Spelling Skills** for Grades 9→12:

- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
- Use a semicolon to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.

## Appendix B:

### Glossary of terms used with the Next Generation English Language Arts Learning Standards (2017)

Word	Definition as used in the standards
<b>Academic Language</b>	Comprised of knowledge of key terms used in a discipline (e.g., photosynthesis, Fertile Crescent, alliteration) as well as the general-purpose language used in all academic texts and talk (for example, words like “however” and “therefore” that connect ideas; phrases like, “some have argued” or “research suggests” that signal the writer’s viewpoint and support argumentation).
<b>Argumentative writing</b>	A type of writing that uses reason or logic to show that the writer’s position or conclusion is valid. In the early grades, through discussion, students learn about opinions and opinion writing as a precursor to constructing arguments in writing.
<b>Central idea</b>	A concept or idea that is central to a text or section of a text. Please note that central idea and main idea are often used in the same way.
<b>Cite</b>	To support an idea or opinion by referring to sources (texts, media, images, etc.)
<b>Claim</b>	A statement as part of an argument that can be supported with evidence.
<b>Collegial</b>	Relating to a friendly discussion between collaborators.
<b>Content-specific words and phrases</b>	Vocabulary that is specific to a content area or discipline.
<b>Digital tool</b>	An electronic device or program that is used in performing an operation or practice.
<b>Digital media</b>	Audio/visual content that may include websites, social networks, videos, graphics, slideshows, or other digital forms.
<b>Early reader</b>	A beginning reader who has moved beyond the emergent reading stage and is able to apply some reading strategies to interact with text. An early reader begins to monitor his/her own reading and self-correct.

<b>Emergent reader</b>	A student on the path to fluent literacy, before conventional reading and writing skills are developed. One who begins to recognize letter sounds, learned sight words, or symbolic representations of words.
<b>Evidence</b>	Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others.
<b>Figurative language</b>	Non-literal (sensory or symbolic) language that helps a reader understand meaning in a text; for example, simile, metaphor, personification.
<b>Inference</b>	A conclusion or understanding reached on the basis of evidence, logic, and/or reasoning.
<b>Informative/explanatory writing</b>	Writing that serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.
<b>Media</b>	The system and organization of communication for the sharing of information and ideas.
<b>Narrative writing</b>	Writing that conveys experience (either real or imaginary) following a sequence of events.
<b>Paraphrase</b>	Rewording something written or spoken while preserving the original meaning.
<b>Point of view (informational texts)</b>	The position or perspective conveyed or represented by an author, narrator, speaker, or character.
<b>Point of view (literary texts)</b>	The narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.
<b>Recount</b>	To tell or write about an event or experience.
<b>Scaffolding</b>	Temporary strategic supports, aligned with instruction, which may be modified when a student shows independence with the text or task.
<b>Summarize</b>	To make a brief statement that includes the main points about a topic, text, or idea.

<b>Technical Subject</b>	A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music.
<b>Text features</b>	Elements of a text that are not included in the main text but add to the understanding. For example, the title, index, headings and subheadings, illustrations, pictures, charts, captions, etc.
<b>Text complexity</b>	The inherent difficulty of reading and comprehending a text; quantitative elements, qualitative elements, and reader and task considerations are used to determine the difficulty of the text. (See page 12 of the Introduction to the ELA Standards for more information).
<b>Theme</b>	A message or moral of a text. Themes often explore timeless and universal ideas and are almost always implied rather than stated explicitly.