



# KANSAS STANDARDS FOR English Language Arts

# KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS

The 2023 English Language Arts Standards were updated to reflect the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. These standards have been reviewed to support each school district's ability to utilize structured literacy as the explicit and evidence-based approach to teaching literacy skills to all students. To this end, these standards were built with the purpose of providing educators, parents, and other education stakeholders a clear view of what English Language Arts and Literacy instruction should look like in Kansas.

Further, the English Language Arts Standards are built upon a foundation of common understandings – or practices – which provide a “big picture view” of broad goals for English Language Arts and Literacy instruction for each student across the state. These five foundational practices are intended to support a philosophy aligned with the Kansas State Board of Education’s vision and goals, which are intended to ensure that, through their pre-K-12 experiences, Kansas students are equipped with the academic, cognitive, metacognitive, technical and employability skills required for postsecondary success, as well as the capacity to positively impact the world around them.

## English Language Arts Foundational Practices

1. Write, speak, read and listen appropriately in all disciplines.
2. Seek out and work to understand diverse perspectives.
3. Use knowledge gained from literacy experiences to solve problems.
4. Create multimodal versions of texts for a range of purposes and audiences.
5. Self-regulate and monitor growth in writing, speaking, reading and listening.

# KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS

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# Kindergarten

## Reading: Foundational

### Print Concepts

| CODE     | DESCRIPTION   |
|----------|---|
| RF.K.1   | Demonstrate understanding of the organization and basic features of print.                            |
| RF.K.1.a | Follow words from left to right, top to bottom and page by page.                                      |
| RF.K.1.b | Recognize that spoken words are represented in written language by specific sequences of letters.     |
| RF.K.1.c | Understand that words are separated by spaces in print and can point with one- to-one correspondence. |
| RF.K.1.d | Recognize and name all upper- and lowercase letters of the alphabet.                                  |

### Phonological Awareness

| CODE     | DESCRIPTION   |
|----------|---|
| RF.K.2   | Demonstrate understanding of phonemes (sounds).   |
| RF.K.2.a | Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness)   |
| RF.K.2.b | Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) ) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness) |
| RF.K.2.c | Count, produce, blend, and segment syllables in spoken words.   |
| RF.K.2.d | Blend and segment onsets and rimes (word families) of single-syllable spoken words.   |

### Phonics and Word Recognition

| CODE     | DESCRIPTION  |
|----------|--|
| RF.K.3   | Know and apply grade-level phonics and word analysis skills in decoding words.   |
| RF.K.3.a | Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants.   |
| RF.K.3.b | Associate the long and short sounds with common spellings (graphemes) for the five major vowels.                                     |
| RF.K.3.c | Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does).   |
| RF.K.3.d | Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat/cat, bat/bit/, bat/bad). |

### Fluency

| CODE   | DESCRIPTION                                    |
|--------|--|
| RF.K.4 | Read decodable texts that support instruction. |

# Reading: Literature

## Key Ideas and Details

| CODE   | DESCRIPTION  |
|--------|--|
| RL.K.1 | With prompting and support, ask and answer questions about key details in a text.      |
| RL.K.2 | With prompting and support, retell familiar stories, including key events.             |
| RL.K.3 | With prompting and support, identify characters, settings and major events in a story. |

## Craft and Structure

| CODE   | DESCRIPTION  |
|--------|--|
| RL.K.4 | Ask and answer questions about unknown words in a text.  |
| RL.K.5 | Recognize common types of texts (e.g., storybooks, poems).   |
| RL.K.6 | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |

## Integration of Knowledge and Ideas

| CODE   | DESCRIPTION  |
|--------|--|
| RL.K.7 | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| RL.K.8 | Not applicable for literature.   |
| RL.K.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.   |

## Language in Reading: Literature

| CODE      | DESCRIPTION  |
|-----------|--|
| RL.K.10   | Begins in second grade.  |
| RL.K.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.   |
| RL.K.11.a | Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and also learning that duck can be used as a verb).         |
| RL.K.11.b | Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. |
| RL.K.12   | With guidance and support from adults, explore word relationships and nuances in word meanings to expand language comprehension.                             |
| RL.K.12.a | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  |
| RL.K.12.b | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).                                       |
| RL.K.12.c | Identify real-life connections between words and their use (e.g., note places at school that are colorful).  |
| RL.K.12.d | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.                  |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION   |
|---------|---|
| RL.K.13 | Listen to high quality drama, prose, and poetry to expand language comprehension. |

## Reading Informational

### Key Ideas and Details

| CODE   | DESCRIPTION  |
|--------|--|
| RI.K.1 | With prompting and support, ask and answer questions about key details in a text.  |
| RI.K.2 | With prompting and support, identify the main topic and retell key details of a text.  |
| RI.K.3 | With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. |

### Craft and Structure

| CODE   | DESCRIPTION   |
|--------|---|
| RI.K.4 | With prompting and support, ask and answer questions about unknown words in a text.                                     |
| RI.K.5 | Identify the front cover, back cover and title page of a book.  |
| RI.K.6 | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |

### Integration of Knowledge and Ideas

| CODE   | DESCRIPTION  |
|--------|--|
| RI.K.7 | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts). |
| RI.K.8 | With prompting and support, identify the reasons an author gives to support points in a text.  |
| RI.K.9 | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).                         |

## Language in Reading: Informational

| CODE      | DESCRIPTION  |
|-----------|--|
| RI.K.10   | Begins in second grade.  |
| RI.K.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension.                  |
| RI.K.11.a | Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).                                |
| RI.K.11.b | Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) to determine the meaning of an unknown word. |
| RI.K.12   | With guidance and support from adults, explore word relationships and nuances in word meanings.  |
| RI.K.12.a | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  |
| RI.K.12.b | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).                                       |
| RI.K.12.c | Identify real-life connections between words and their use (e.g., note places at school that are colorful).  |
| RI.K.12.d | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.                  |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION   |
|---------|---|
| RI.K.13 | Actively engage in individual or group readings of informational text with purpose and understanding. |

## Writing

### Text Types and Purposes

| CODE  | DESCRIPTION   |
|-------|---|
| W.K.1 | Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...) |
| W.K.2 | Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  |
| W.K.3 | Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.  |



## Production and Distribution of Writing

| CODE  | DESCRIPTION  |
|-------|--|
| W.K.4 | Begins in third grade.   |
| W.K.5 | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.          |
| W.K.6 | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |

## Research to Build and Present Knowledge

| CODE  | DESCRIPTION  |
|-------|--|
| W.K.7 | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  |
| W.K.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| W.K.9 | Begins in fourth grade.  |

## Language in Writing

| CODE     | DESCRIPTION   |
|----------|---|
| W.K.10   | Demonstrate command of the conventions of standards English grammar and usage when writing.                           |
| W.K.10.a | Correctly form upper- and lower-case letters with line awareness.   |
| W.K.10.b | Use frequently occurring nouns and verbs in writing.  |
| W.K.10.c | Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).                          |
| W.K.10.d | Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). |
| W.K.10.e | Produce and expand complete sentences in shared language activities.  |
| W.K.11   | Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.     |
| W.K.11.a | Capitalize the first word in a sentence and the pronoun I.  |
| W.K.11.b | Recognize and name end punctuation.   |
| W.K.11.c | Write a letter or letters for most consonant and short vowel sounds.  |
| W.K.11.d | Spell simple words phonetically, drawing on knowledge of letter-sound relationships.                                  |

## Range of Writing

| CODE   | DESCRIPTION            |
|--------|------------------------|
| W.K.12 | Begins in third grade. |

# Speaking and Learning

## Comprehension and Collaboration

| CODE     | DESCRIPTION   |
|----------|---|
| SL.K.1   | Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.  |
| SL.K.1.a | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).                                 |
| SL.K.1.b | Extend a conversation through multiple exchanges.   |
| SL.K.2   | Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood. |
| SL.K.3   | Ask and answer questions to seek help, get information or clarify what is not understood.   |

## Presentation of Knowledge and Ideas

| CODE   | DESCRIPTION  |
|--------|--|
| SL.K.4 | Use details to describe familiar people, places, things or events with prompting and support.          |
| SL.K.5 | Add drawings or other visual displays to supply additional detail to descriptions.                     |
| SL.K.6 | Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly. |

## Language in Speaking and Listening

| CODE     | DESCRIPTION   |
|----------|---|
| SL.K.7   | Demonstrate command of the conventions of standards English grammar and usage when speaking.                          |
| SL.K.7.a | Use frequently occurring nouns and verbs in speech.   |
| SL.K.7.b | Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).                               |
| SL.K.7.c | Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).                          |
| SL.K.7.d | Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). |
| SL.K.7.e | Produce and expand complete sentences in shared language activities.  |
| SL.K.8   | Use words and phrases acquired through conversations, reading, and read alouds.                                       |

# Grade 1

## Reading: Foundation

### Print Concepts

| CODE     | DESCRIPTION  |
|----------|--|
| RF.1.1   | Demonstrate understanding of the organization and basic features of print.   |
| RF.1.1.a | Demonstrate book orientation knowledge.  |
| RF.1.1.b | Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page). |
| RF.1.1.c | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).                                    |

### Phonological Awareness

| CODE     | DESCRIPTION  |
|----------|--|
| RF.1.2   | Demonstrate understanding of phonemes (sounds), syllables, and spoken words.   |
| RF.1.2.a | Distinguish long from short vowel sounds in spoken single-syllable words.  |
| RF.1.2.b | Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position. |
| RF.1.2.c | Isolate and produce initial, medial vowel and final phonemes in spoken single-syllable words.                            |
| RF.1.2.d | Orally segment single-syllable words into their complete sequence of individual phonemes.                                |

### Phonics and Word Recognition

| CODE     | DESCRIPTION   |
|----------|---|
| RF.1.3   | Know and apply grade-level phonics and word analysis skills in decoding and encoding words.                       |
| RF.1.3.a | Know the phoneme-grapheme correspondences for common consonant digraphs (e.g., sh, ch, wh, th, gh).               |
| RF.1.3.b | Decode regularly spelled one-syllable words.  |
| RF.1.3.c | Know final -e and common vowel team patterns for representing long vowel sounds.                                  |
| RF.1.3.d | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
| RF.1.3.e | Use vowel patterns to decode two-syllable words by breaking the words into syllables.                             |
| RF.1.3.f | Read words with inflectional endings (e.g., makes, walked, ended, played, going).                                 |
| RF.1.3.g | Recognize and read grade-appropriate words, including compound words.   |
| RF.1.3.h | Decode hard and soft c and g.   |
| RF.1.3.i | Reads vowel-r combinations in single-syllable words (e.g., ar, er, ir or ur).                                     |
| RF.1.3.j | Recognize diphthongs in single-syllable words.  |

## Fluency

| CODE     | DESCRIPTION   |
|----------|---|
| RF.1.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| RF.1.4.a | Read text with purpose and understanding.   |
| RF.1.4.b | Read text orally with accuracy, prosody, and appropriate rate.  |
| RF.1.4.c | Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading. |

## Reading: Literature

### Key Ideas and Details

| CODE   | DESCRIPTION  |
|--------|--|
| RL.1.1 | Ask and answer questions about key details in a text.  |
| RL.1.2 | Retell stories, including key details, and demonstrate understanding of the lesson or central message (main idea). |
| RL.1.3 | Describe characters, settings and major events in a story, using key details.                                      |

### Craft and Structure

| CODE   | DESCRIPTION  |
|--------|--|
| RL.1.4 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  |
| RL.1.5 | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| RL.1.6 | Identify who is telling the story at various points in a text.   |

### Integration of Knowledge and Ideas

| CODE   | DESCRIPTION   |
|--------|---|
| RL.1.7 | Use illustrations and details in a story to describe its characters, setting or events. |
| RL.1.8 | Not applicable for literature.  |
| RL.1.9 | Compare and contrast the adventures and experiences of characters in stories.           |

## Language in Reading: Literature

| CODE      | DESCRIPTION   |
|-----------|---|
| RL.1.10   | Begins in second grade.   |
| RL.1.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.      |
| RL.1.11.a | Use sentence-level context (definition and synonym) as a clue to the meaning of a word.                                   |
| RL.1.11.b | Use frequently-occurring affixes as a clue to the meaning of a word or phrase.  |
| RL.1.11.c | Identify frequently-occurring base words (e.g., look) and their inflectional endings (e.g., looks, looked, looking).      |
| RL.1.11.d | Use comparative and superlative adjectives (-er, -est).   |
| RL.1.12   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.      |
| RL.1.12.a | Sort words into categories to gain a sense of the concepts the categories represent.                                      |
| RL.1.12.b | Define words by category and by one or more key attributes.   |
| RL.1.12.c | Identify real-life connections between words and their uses.  |
| RL.1.12.d | Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings. |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION   |
|---------|---|
| RL.1.13 | With prompting and support, read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for first grade. |

## Reading: Informational

### Key Ideas and Details

| CODE   | DESCRIPTION  |
|--------|--|
| RI.1.1 | Ask and answer questions about key details in a text.  |
| RI.1.2 | Identify the main topic and retell key details of a text.  |
| RI.1.3 | Describe the connection between two individuals, events, ideas or pieces of information in a text. |

### Craft and Structure

| CODE   | DESCRIPTION  |
|--------|--|
| RI.1.4 | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  |
| RI.1.5 | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| RI.1.6 | Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.                               |

## Integration of Knowledge and Ideas

| CODE   | DESCRIPTION  |
|--------|--|
| RI.1.7 | Use the illustrations and details in a text to describe its key ideas.   |
| RI.1.8 | Identify the reasons an author gives to support points in a text.  |
| RI.1.9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures). |

## Language in Reading: Informational

| CODE      | DESCRIPTION   |
|-----------|---|
| RI.1.10   | Begins in second grade.   |
| RI.1.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.      |
| RI.1.11.a | Use sentence-level context (definition and synonym) to determine the meaning of a word.                                   |
| RI.1.11.b | Use affixes to determine the meaning of a word or phrase.   |
| RI.1.11.c | Identify root words (e.g., look) and their inflectional endings (e.g., looks, looked, looking).                           |
| RI.1.12   | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.      |
| RI.1.12.a | Sort words into categories to gain a sense of the concepts the categories represent.                                      |
| RI.1.12.b | Define words by category and by one or more key attributes.   |
| RI.1.12.c | Identify real-life connections between words and their uses.  |
| RI.1.12.d | Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings. |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION   |
|---------|---|
| RI.1.13 | With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for first grade. |

# Writing

## Text Types and Purposes

| CODE  | DESCRIPTION  |
|-------|--|
| W.1.1 | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.                         |
| W.1.2 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.   |
| W.1.3 | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure. |

## Production and Distribution of Writing

| CODE  | DESCRIPTION   |
|-------|---|
| W.1.4 | Begins in third grade.  |
| W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.         |
| W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.                      |
| W.1.7 | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |
| W.1.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                      |
| W.1.9 | Begins in fourth grade.   |

## Language in Writing

| CODE     | DESCRIPTION  |
|----------|--|
| W.1.10   | Demonstrate command of the conventions of standard English grammar and usage when writing.   |
| W.1.10.a | Correctly produce upper- and lowercase letters.  |
| W.1.10.b | Use common, proper and possessive nouns when writing.  |
| W.1.10.c | Use singular and plural nouns with matching verbs in basic sentences.  |
| W.1.10.d | Use personal, possessive and indefinite pronouns (e.g., I, me, my).  |
| W.1.10.e | Use verbs to convey a sense of past, present and future when writing.  |
| W.1.10.f | Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing.   |
| W.1.10.g | Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. |
| W.1.11   | Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.                        |
| W.1.11.a | Capitalize dates and names of people.  |
| W.1.11.b | Use end punctuation for sentences.   |
| W.1.11.c | Use commas in dates and to separate single words in a series.  |
| W.1.11.d | Use conventional spelling for words with common spelling patterns (e.g., floss rule) and for frequently-occurring irregular words.       |
| W.1.11.e | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   |

## Range of Writing

| CODE   | DESCRIPTION            |
|--------|------------------------|
| W.1.12 | Begins in third grade. |



## Speaking and Listening

### Comprehension and Collaboration

| CODE    | DESCRIPTION   |
|---------|---|
| SL.1.1  | Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension. |
| SL.1.1a | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).                       |
| SL.1.1b | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| SL.1.1c | Ask questions to clear up any confusion about the topics and texts under discussion.  |
| SL.1.2  | Ask and answer questions about key details in a text read aloud, information presented orally or through media.   |
| SL.1.3  | Ask and answer questions about what a speaker says to gather additional information or clarify what is not understood.  |

### Presentation of Knowledge and Ideas

| CODE   | DESCRIPTION   |
|--------|---|
| SL.1.4 | Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.      |
| SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. |
| SL.1.6 | Produce complete sentences with appropriate volume, enunciation and rate.                                       |

### Language in Speaking and Listening

| CODE     | DESCRIPTION   |
|----------|---|
| SL.1.7   | Demonstrate command of the conventions of standard English grammar and usage when speaking.   |
| SL.1.7.a | Use common, proper and possessive nouns when speaking.  |
| SL.1.7.b | Use singular and plural nouns with matching verbs in basic sentences when speaking.   |
| SL.1.7.c | Use personal, possessive, and indefinite pronouns when speaking.  |
| SL.1.7.d | Use verbs to convey a sense of past, present and future when speaking.  |
| SL.1.7.e | Use frequently-occurring adjectives, conjunctions, articles and prepositions when speaking.   |
| SL.1.7.f | Orally produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.       |
| SL.1.8   | Use words and phrases, including conjunctions, that have been acquired through conversations, reading and read alouds to signal simple relationships. |

# Grade 2

## Reading: Foundational

### Print Concepts

| CODE   | DESCRIPTION                     |
|--------|---------------------------------|
| RF.2.1 | Not applicable to second grade. |

### Phonological Awareness

| CODE   | DESCRIPTION                     |
|--------|---------------------------------|
| RF.2.2 | Not applicable to second grade. |

### Phonics and Word Recognition

| CODE     | DESCRIPTION  |
|----------|--|
| RF.2.3   | Know and apply grade-level phonics and word analysis skills in decoding and encoding words.  |
| RF.2.3.a | Distinguish long and short vowels when reading regularly spelled one-syllable words.   |
| RF.2.3.b | Know correspondences for additional common vowel teams (e.g., steak).  |
| RF.2.3.c | Decode regularly spelled two-syllable words with long vowels.  |
| RF.2.3.d | Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).   |
| RF.2.3.e | Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).  |
| RF.2.3.f | Recognize and read grade-appropriate words.  |
| RF.2.3.g | Decode words with digraphs ph /f/, gh /f/, ch /k/, ch /sh/.  |
| RF.2.3.h | Apply the jobs of y when acting as a long vowel in one-syllable or multi-syllable word (e.g., crybaby) or a short i (e.g., gym, myth). |

### Fluency

| CODE     | DESCRIPTION   |
|----------|---|
| RF.2.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| RF.2.4.a | Read text with purpose and understanding.   |
| RF.2.4.b | Read text orally with accuracy, prosody, and appropriate rate.  |
| RF.2.4.c | Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading. |
| RF.2.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| RF.2.4.a | Read text with purpose and understanding.   |
| RF.2.4.b | Read text orally with accuracy, prosody, and appropriate rate.  |
| RF.2.4.c | Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading. |

# Reading: Literature

## Key Ideas and Details

| CODE   | DESCRIPTION   |
|--------|---|
| RL.2.1 | Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. |
| RL.2.2 | Recount stories, including fables and folktales from diverse cultures and determine their lesson, moral or central message. |
| RL.2.3 | Describe how characters in a story respond to major events and challenges.  |

## Craft and Structure

| CODE   | DESCRIPTION   |
|--------|---|
| RL.2.4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.          |
| RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.             |
| RL.2.6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |

## Integration of Knowledge and Ideas

| CODE   | DESCRIPTION   |
|--------|---|
| RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot. |
| RL.2.8 | Not applicable for literature.  |
| RL.2.9 | Compare and contrast two or more versions of the same story by different authors or from different cultures.  |

## Language in Reading: Literature

| CODE      | DESCRIPTION  |
|-----------|--|
| RL.2.10   | Use knowledge of language and its conventions.   |
| RL.2.10.a | Compare formal and informal uses of English.   |
| RL.2.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.         |
| RL.2.11.a | Use sentence-level context (definition and synonym) as a clue to the meaning of a word or phrase.                            |
| RL.2.11.b | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, do/redo)     |
| RL.2.11.c | Use a known root word as a clue to the meaning of an unknown word with the same root.  |
| RL.2.11.d | Use knowledge of individual words to define a compound words (e.g., birdhouse).  |
| RL.2.11.e | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| RL.2.12   | Demonstrate understanding of word relationships and nuances in word meanings.  |
| RL.2.12.a | Identify real-life connections between words and their use.  |
| RL.2.12.b | Distinguish shades of meaning among closely-related verbs and closely- related adjectives.                                   |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION  |
|---------|--|
| RL.2.13 | Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for second grade. |

## Reading: Informational

### Key Ideas and Details

| CODE   | DESCRIPTION   |
|--------|---|
| RI.2.1 | Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.             |
| RI.2.2 | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.                          |
| RI.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text. |

### Craft and Structure

| CODE   | DESCRIPTION  |
|--------|--|
| RI.2.4 | Determine the meaning of words and phrases in a text relevant to a second grade topic or subject area.   |
| RI.2.5 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| RI.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain or describe.   |

## Integration of Knowledge and Ideas

| CODE   | DESCRIPTION   |
|--------|---|
| RI.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| RI.2.8 | Describe how reasons support specific points the author makes in a text.                                    |
| RI.2.9 | Compare and contrast the most important points presented by two texts on the same topic.                    |

## Language in Reading: Informational

| CODE      | DESCRIPTION  |
|-----------|--|
| RI.2.10   | Use knowledge of language and its conventions.   |
| RI.2.10.a | Compare formal and informal uses of English.   |
| RI.2.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.         |
| RI.2.11.a | Use sentence-level context (definition and synonym) to determine the meaning of a word or phrase                             |
| RI.2.11.b | Determine the meaning of the new word formed when a known prefix is added to a base word (e.g., happy/unhappy, do/redo).     |
| RI.2.11.c | Use a known root word the meaning of an unknown word with the same root (e.g., happy/unhappy, do/redo).                      |
| RI.2.11.d | Use knowledge of the meaning of individual words to define the meaning of compound words (e.g., birdhouse).                  |
| RI.2.11.e | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| RI.2.12   | Demonstrate understanding of word relationships and nuances in word meanings.  |
| RI.2.12.a | Identify real-life connections between words and their use.  |
| RI.2.12.b | Distinguish shades of meaning among closely-related verbs and closely- related adjectives.                                   |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION   |
|---------|---|
| RI.2.13 | Read and comprehend informational text of appropriate quantitative and qualitative complexity for second grade. |

# Writing

## Text Types and Purposes

| CODE  | DESCRIPTION  |
|-------|--|
| W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement or section. |
| W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.  |
| W.2.3 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure.   |

## Production and Distribution of Writing

| CODE  | DESCRIPTION  |
|-------|--|
| W.2.4 | Begins in third grade.   |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.                  |
| W.2.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

## Research to Build and Present Knowledge

| CODE  | DESCRIPTION  |
|-------|--|
| W.2.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| W.2.8 | Recall information from experiences or gather information from provided sources to answer a question.  |
| W.2.9 | Begins in fourth grade.  |

## Language in Writing

| CODE     | DESCRIPTION  |
|----------|--|
| W.2.10   | Demonstrate command of the conventions of standard English grammar and usage when writing.                             |
| W.2.10.a | Use collective nouns when writing.   |
| W.2.10.b | Form and use frequently-occurring irregular plural nouns (e.g., feet)  |
| W.2.10.c | Use reflexive pronouns (e.g., myself)  |
| W.2.10.d | Form and use past tense of frequently-occurring irregular verbs (e.g., told).  |
| W.2.10.e | Use adjectives and adverbs and choose between them, depending on what is to be modified.                               |
| W.2.10.f | Produce, expand and rearrange complete simple and compound sentences.  |
| W.2.11   | Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.      |
| W.2.11.a | Capitalize holidays, product names and geographic names.   |
| W.2.11.b | Use commas in greetings and closings of letters.   |
| W.2.11.c | Use an apostrophe to form contractions and frequently-occurring possessives.   |
| W.2.11.d | Generalize learned spelling patterns when writing words, including compound words, the doubling rule, and e-drop rule. |
| W.2.11.e | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.               |

## Range of Writing

| CODE   | DESCRIPTION            |
|--------|------------------------|
| W.2.12 | Begins in third grade. |

## Speaking and Listening

### Comprehension and Collaboration

| CODE     | DESCRIPTION   |
|----------|---|
| SL.2.1   | Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.                |
| SL.2.1.a | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| SL.2.1.b | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| SL.2.1.c | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| SL.2.2   | Recount or describe key ideas or details from a text read aloud, information presented orally or through media.   |
| SL.2.3   | Ask and answer questions about what a speaker says to clarify comprehension, gather additional information or deepen understanding of a topic or issue.                                   |

## Presentation of Knowledge and Ideas

| CODE   | DESCRIPTION  |
|--------|--|
| SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.      |
| SL.2.5 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings. |
| SL.2.6 | Produce complete sentences when appropriate to task and situation, including requested detail or clarification and proper usage of English grammar.                                |

## Language in Speaking and Listening

| CODE     | DESCRIPTION  |
|----------|--|
| SL.2.7   | Demonstrate command of the conventions of standard English grammar and usage when speaking.  |
| SL.2.7.a | Use collective nouns when speaking.  |
| SL.2.7.b | Form and use frequently-occurring irregular plural nouns (e.g., teeth).  |
| SL.2.7.c | Use reflexive pronouns (e.g., ourselves).  |
| SL.2.7.d | Form and use past tense of frequently-occurring irregular verbs (e.g., hid)  |
| SL.2.7.e | Use context-appropriate adjectives and adverbs.  |
| SL.2.7.f | Produce complete simple and compound sentences.  |
| SL.2.8   | Use phrases and words, including adjective and adverbs to describe, which have been acquired through conversations, reading, read alouds and text responses. |



# Grade 3

## Reading: Foundational

### Print Concepts

| CODE   | DESCRIPTION                     |
|--------|---------------------------------|
| RF.3.1 | Not applicable for third grade. |

### Phonological Awareness

| CODE   | DESCRIPTION                     |
|--------|---------------------------------|
| RF.3.2 | Not applicable for third grade. |

### Phonics and Word Recognition

| CODE     | DESCRIPTION   |
|----------|---|
| RF.3.3   | Know and apply grade-level phonics and word analysis skills in decoding and encoding words.                     |
| RF.3.3.a | Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful). |
| RF.3.3.b | Decode words with common Latin suffixes (e.g., -able, -ation, -ible).   |
| RF.3.3.c | Decode multisyllabic words (e.g., six syllable types, compound words, inflectional endings, etc.).              |
| RF.3.3.d | Read grade-appropriate irregularly spelled words (e.g., gnome, climb, neighbor, etc.).                          |

### Fluency

| CODE     | DESCRIPTION   |
|----------|---|
| RF.3.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| RF.3.4.a | Read complex text with purpose and understanding.   |
| RF.3.4.b | Read complex prose and poetry orally with accuracy, prosody and appropriate rate.   |
| RF.3.4.c | Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading. |

## Reading: Literature

### Key Ideas and Details

| CODE   | DESCRIPTION  |
|--------|--|
| RL.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| RL.3.2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the lesson, moral, or central message (main idea) and explain how it is conveyed through key details in the text. |
| RL.3.3 | Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.   |

## Craft and Structure

| CODE   | DESCRIPTION   |
|--------|---|
| RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.   |
| RL.3.5 | Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections. |
| RL.3.6 | Distinguish their own perspective (viewpoint) from that of the narrator or those of the characters.   |

## Integration of Knowledge and Ideas

| CODE   | DESCRIPTION   |
|--------|---|
| RL.3.7 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| RL.3.8 | Not applicable for literature.  |
| RL.3.9 | Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).                  |

## Language in Reading: Literature

| CODE      | DESCRIPTION   |
|-----------|---|
| RL.3.10   | Use knowledge of language and its conventions when reading.   |
| RL.3.10.a | Recognize and observe differences between the conventions of spoken and written standard English.                                       |
| RL.3.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.                    |
| RL.3.11.a | Use sentence-level contextdefinition, synonym, antonym, examples to comprehend the meaning of a word or phrase.                         |
| RL.3.11.b | Determine the meaning of the new word formed when a known affix is added to a known word. (e.g., happy/unhappy, do/redo).               |
| RL.3.11.c | Use a known root word to apply to the meaning of an unknown word with the same root (e.g., company, companion).                         |
| RL.3.11.d | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |
| RL.3.12   | Demonstrate understanding of word relationships and nuances in word meanings.   |
| RL.3.12.a | Distinguish the literal and figurative meanings of words and phrases in context.  |
| RL.3.12.b | Identify real-life connections between words and their uses.  |
| RL.3.12.c | Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.                                 |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION   |
|---------|---|
| RL.3.13 | Read and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity for third grade. |

## Reading: Informational

### Key Ideas and Details

| CODE   | DESCRIPTION  |
|--------|--|
| RI.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| RI.3.3 | Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect. |

### Craft and Structure

| CODE   | DESCRIPTION  |
|--------|--|
| RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area. |
| RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.    |
| RI.3.6 | Distinguish their own perspective "viewpoint" from that of the author of a text.   |

### Integration of Knowledge and Ideas

| CODE   | DESCRIPTION   |
|--------|---|
| RI.3.7 | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur). |
| RI.3.8 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).                               |
| RI.3.9 | Compare and contrast the most important points and key details presented in two texts on the same topic.  |

## Language in Reading: Informational

| CODE      | DESCRIPTION   |
|-----------|---|
| RI.3.10   | Use knowledge of language and its conventions when reading.   |
| RI.3.10.a | Recognize and observe differences between the conventions of spoken and written standard English.                                       |
| RI.3.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.                    |
| RI.3.11.a | Use sentence-level context "definition, synonym, antonym, examples" to determine the meaning of a word or phrase.                       |
| RI.3.11.b | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/unhappy, do/redo).                |
| RI.3.11.c | Use a known root word to define the meaning of an unknown word with the same root (e.g., company, companion).                           |
| RI.3.11.d | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |
| RI.3.12   | Demonstrate understanding of word relationships and nuances in word meanings.   |
| RI.3.12.a | Distinguish the literal and figurative meanings of words and phrases in context.  |
| RI.3.12.b | Identify real-life connections between words and their uses.  |
| RI.3.12.c | Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.                                 |

## Range or Reading and Text Complexity

| CODE    | DESCRIPTION   |
|---------|---|
| RI.3.13 | Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for third grade. |

# Writing

## Text Types and Purposes

| CODE     | DESCRIPTION   |
|----------|---|
| W.3.1    | Write opinion pieces on topics or texts, supporting a point of view with reasons.   |
| W.3.1.a  | Know the difference between fact and opinion  |
| W.3.1.b  | Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.                     |
| W.3.1.c  | Provide reasons that support the opinion.   |
| W.3.1.d  | Use transition words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.                                     |
| W.3.1.e. | Provide a concluding statement or section.  |
| W.3.2    | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| W.3.2.a  | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.                                |
| W.3.2.b  | Develop the topic with facts, definitions and details.  |
| W.3.2.c  | Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.                              |
| W.3.2.d  | Provide a concluding statement or section.  |
| W.3.3    | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.        |
| W.3.3.a  | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.                                |
| W.3.3.b  | Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. |
| W.3.3.c  | Use temporal words and phrases to signal event order.   |
| W.3.3.d  | Provide a sense of closure.   |

## Production and Distribution of Writing

| CODE  | DESCRIPTION   |
|-------|---|
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.                               |
| W.3.5 | With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.  |
| W.3.6 | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |

## Research to Build and Present Knowledge

| CODE  | DESCRIPTION   |
|-------|---|
| W.3.7 | Conduct short research projects that build knowledge about a topic.   |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| W.3.9 | Begins in fourth grade.   |

## Language in Writing

| CODE     | DESCRIPTION   |
|----------|---|
| W.3.10   | Demonstrate command of the conventions of standard English grammar and usage when writing.  |
| W.3.10.a | Choose words and phrases for effect.  |
| W.3.10.b | Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning. |
| W.3.10.c | Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.                                  |
| W.3.10.d | Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).  |
| W.3.10.e | Ensure subject-verb and pronoun-antecedent agreement when writing.  |
| W.3.10.f | Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.      |
| W.3.10.g | Use coordinating and subordinating conjunctions.  |
| W.3.10.h | Produce simple, compound and complex sentences.   |
| W.3.11   | Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.                 |
| W.3.11.a | Capitalize appropriate words in titles.   |
| W.3.11.b | Use commas in addresses.  |
| W.3.11.c | Use commas and quotation marks in dialogue.   |
| W.3.11.d | Form and use possessives.   |
| W.3.11.e | Use conventional spelling for adding suffixes to base words (e.g., sitting, smiled, cries, happiness, shelves).                   |
| W.3.11.f | Use spelling patterns and generalizations when writing words.   |
| W.3.11.g | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.                          |

## Range of Writing

| CODE   | DESCRIPTION   |
|--------|---|
| W.3.12 | Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |

## Speaking and Listening

### Comprehension and Collaboration

| CODE     | DESCRIPTION   |
|----------|---|
| SL.3.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on third grade topics and texts, building on others' ideas and expressing their own clearly. |
| SL.3.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.                            |
| SL.3.1.b | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                             |
| SL.3.1.c | Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.  |
| SL.3.1.d | Explain their ideas and understanding in light of the discussion.   |
| SL.3.2   | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.  |
| SL.3.3   | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.   |

### Presentation of Knowledge and Ideas

| CODE   | DESCRIPTION   |
|--------|---|
| SL.3.4 | Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.                                |
| SL.3.5 | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |
| SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |

## Language in Speaking and Listening

| CODE     | DESCRIPTION  |
|----------|--|
| SL.3.7   | Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.  |
| SL.3.7.a | Choose words and phrases for effect.   |
| SL.3.7.b | Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.  |
| SL.3.7.c | Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.   |
| SL.3.7.d | Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).   |
| SL.3.7.e | Ensure subject-verb and pronoun-antecedent agreement when speaking.  |
| SL.3.7.f | Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.   |
| SL.3.7.g | Use coordinating and subordinating conjunctions.   |
| SL.3.7.h | Produce simple, compound and complex sentences.  |
| SL.3.8   | Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. |



# Grade 4

## Reading: Foundational

### Print Concepts

| CODE   | DESCRIPTION                     |
|--------|---------------------------------|
| RF.4.1 | Not applicable to fourth grade. |

### Phonological Awareness

| CODE   | DESCRIPTION                     |
|--------|---------------------------------|
| RF.4.2 | Not applicable to fourth grade. |

### Phonics and Word Recognition

| CODE   | DESCRIPTION   |
|--------|---|
| RF.4.3 | Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context. |

### Fluency

| CODE    | DESCRIPTION   |
|---------|---|
| RF.4.4  | Read with sufficient accuracy and fluency to support comprehension.   |
| RF.4.4a | Read complex text with purpose and understanding.   |
| RF.4.4b | Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.  |
| RF.4.4c | Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading. |

## Reading: Literature

### Key Ideas and Details

| CODE   | DESCRIPTION  |
|--------|--|
| RL.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.                               |
| RL.4.2 | Determine the theme of a story, drama or poem from details in the text; summarize the text.  |
| RL.4.3 | Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions). |

## Craft and Structure

| CODE   | DESCRIPTION  |
|--------|--|
| RL.4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).   |
| RL.4.5 | Explain major differences between poems, drama and prose and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a |
| RL.4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.   |

## Integration of Knowledge and Ideas

| CODE   | DESCRIPTION   |
|--------|---|
| RL.4.7 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.                        |
| RL.4.8 | Not applicable for literature.  |
| RL.4.9 | Compare and contrast the development of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |

## Language in Reading: Literature

| CODE      | DESCRIPTION   |
|-----------|---|
| RL.4.10   | Use knowledge of language and its conventions when reading.   |
| RL.4.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.                                  |
| RL.4.11.a | Use context "definition, synonym, antonym, examples, inferences" to determine the meaning of a word or phrase.  |
| RL.4.11.b | Use common Greek and Latin affixes to determine the meaning of a word.  |
| RL.4.11.c | Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| RL.4.12   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| RL.4.12.a | Explain the meaning of simple similes and metaphors in context.   |
| RL.4.12.b | Recognize and explain the meaning of common idioms, adages and proverbs in context.   |
| RL.4.12.c | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).    |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION  |
|---------|--|
| RL.4.13 | Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fourth grade. |

## Reading: Informational

### Key Ideas and Details

| CODE   | DESCRIPTION  |
|--------|--|
| RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text.  |
| RI.4.3 | Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text. |

### Craft and Structure

| CODE   | DESCRIPTION   |
|--------|---|
| RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a fourth grade topic or subject area.          |
| RI.4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text. |
| RI.4.6 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |

### Integration and Knowledge and Ideas

| CODE   | DESCRIPTION  |
|--------|--|
| RI.4.7 | Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text.  |
| RI.4.9 | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.   |

## Language in Reading: Informational

| CODE      | DESCRIPTION   |
|-----------|---|
| RI.4.10   | Apply acquired skills in writing and speaking.  |
| RI.4.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.                                  |
| RI.4.11.a | Use context "definition,synonym, antonym, examples, inferences" to determine the meaning of a word or phrase.   |
| RI.4.11.b | Use common Greek and Latin affixes to determine the meaning of a word.  |
| RI.4.11.c | Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| RI.4.12   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| RI.4.12.a | Explain the meaning of simple similes and metaphors in context.   |
| RI.4.12.b | Recognize and explain the meaning of common idioms, adages and proverbs in context.   |
| RI.4.12.c | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).    |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION  |
|---------|--|
| RI.4.13 | Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fourth grade. |

# Writing

## Text Types and Purposes

| CODE    | DESCRIPTION   |
|---------|---|
| W.4.1   | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   |
| W.4.1.a | Know the difference between fact and opinion.   |
| W.4.1.b | Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.                              |
| W.4.1.c | Provide reasons that are supported by facts and details.  |
| W.4.1.d | Use transition words and phrases to connect opinion and reasons.  |
| W.4.1.e | Provide a concluding statement or section related to the opinion presented.   |
| W.4.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| W.4.2.a | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| W.4.2.b | Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.   |
| W.4.2.c | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  |
| W.4.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| W.4.2.e | Provide a concluding statement or section related to the information or explanation presented.  |
| W.4.3   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.  |
| W.4.3.a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  |
| W.4.3.b | Use dialogue and description to develop experiences and events or show the responses of characters to situations.   |
| W.4.3.c | Use a variety of transitional words and phrases to manage the sequence of events.   |
| W.4.3.d | Use concrete words and phrases and sensory details to convey experiences and events precisely.  |
| W.4.3.e | Provide a conclusion that follows from the narrated experiences or events.  |

## Production and Distribution of Writing

| CODE  | DESCRIPTION  |
|-------|--|
| W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.  |
| W.4.5 | With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.   |
| W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. |

## Research to Build and Present Knowledge

| CODE  | DESCRIPTION  |
|-------|--|
| W.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic.  |
| W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. |
| W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection and research.   |

## Language in Writing

| CODE     | DESCRIPTION   |
|----------|---|
| W.4.10   | Demonstrate command of the conventions of standard English grammar, spelling, usage when writing.                 |
| W.4.10.a | Choose words and phrases to convey ideas precisely.   |
| W.4.10.b | Form and use relative pronouns and relative adverbs.  |
| W.4.10.c | Form and use the progressive verb tenses.   |
| W.4.10.d | Use modal auxiliaries (e.g., can, must) to convey various conditions.   |
| W.4.10.e | Order adjectives within sentences according to conventional patterns.   |
| W.4.10.f | Form and use prepositional phrases.   |
| W.4.10.g | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.                       |
| W.4.10.h | Correctly use frequently confused words (e.g., to, too, two)  |
| W.4.10.i | Choose punctuation for effect.  |
| W.4.11   | Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| W.4.11.a | Use correct capitalization.   |
| W.4.11.b | Use commas and quotation marks to mark direct speech and quotations from a text.                                  |
| W.4.11.c | Use a comma before a coordinating conjunction in a compound sentence.   |
| W.4.11.d | Spell grade-appropriate words correctly, consulting references as needed.   |

## Range of Writing

| CODE   | DESCRIPTION   |
|--------|---|
| W.4.12 | Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |

## Speaking and Learning

### Comprehension and Collaboration

| CODE    | DESCRIPTION  |
|---------|--|
| SL.4.1  | Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly. |
| SL.4.1a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.                             |
| SL.4.1b | Follow agreed-upon rules for discussions and carry out assigned roles.   |
| SL.4.1c | 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.   |
| SL.4.1d | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   |
| SL.4.2  | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.   |
| SL.4.3  | Identify the reasons and evidence a speaker provides to support particular points.   |

### Presentation of Knowledge and Ideas

| CODE   | DESCRIPTION  |
|--------|--|
| SL.4.4 | Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.           |
| SL.4.5 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.   |
| SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |

## Language in Speaking and Listening

| CODE     | DESCRIPTION   |
|----------|---|
| SL.4.7   | Demonstrate command of the conventions of standard English grammar and usage when speaking.   |
| SL.4.7.a | Choose words and phrases to convey ideas precisely.   |
| SL.4.7.b | Use relative pronouns.  |
| SL.4.7.c | Form and use the progressive verb tenses.   |
| SL.4.7.d | Use modal auxiliaries (e.g., can, must) to convey various conditions.   |
| SL.4.7.e | Order adjectives within sentences according to conventional patterns.   |
| SL.4.7.f | Form and use prepositional phrases.   |
| SL.4.7.g | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.   |
| SL.4.7.h | Correctly use frequently confused words.  |
| SL.4.7.i | Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.   |
| SL.4.8   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being and that are basic to a particular topic. |



# Grade 5

## Reading: Foundational

### Print Concepts

| CODE   | DESCRIPTION                    |
|--------|--------------------------------|
| RF.5.1 | Not applicable to fifth grade. |

### Phonological Awareness

| CODE   | DESCRIPTION                    |
|--------|--------------------------------|
| RF.5.2 | Not applicable to fifth grade. |

### Phonics and Word Recognition

| CODE   | DESCRIPTION   |
|--------|---|
| RF.5.3 | Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context. |

### Fluency

| CODE    | DESCRIPTION   |
|---------|---|
| RF.5.4  | Read with sufficient accuracy and fluency to support comprehension.   |
| RF.5.4a | Read complex text with purpose and understanding.   |
| RF.5.4b | Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.  |
| RF.5.4c | Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading. |

# Reading Literature

## Key Ideas and Details

| CODE   | DESCRIPTION   |
|--------|---|
| RL.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| RL.5.2 | Determine the theme of a story, drama, or poem , including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| RL.5.3 | Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).           |

## Craft and Structure

| CODE   | DESCRIPTION  |
|--------|--|
| RL.5.4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.      |
| RL.5.5 | Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem. |
| RL.5.6 | Describe how a narrator's or speaker's point of view influences how events are described.  |

## Integration of Knowledge and Ideas

| CODE   | DESCRIPTION   |
|--------|---|
| RL.5.7 | Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| RL.5.8 | Not applicable for literature.  |
| RL.5.9 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  |

## Language in Reading: Literature

| CODE      | DESCRIPTION   |
|-----------|---|
| RL.5.10   | Use knowledge of language and its conventions when reading.   |
| RL.5.10.a | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.   |
| RL.5.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.                                  |
| RL.5.11.a | Use context "definition, synonym, antonym, examples, inferences" to determine the meaning of a word or phrase.  |
| RL.5.11.b | Use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of a word.   |
| RL.5.11.c | Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| RL.5.12   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| RL.5.12.a | Interpret figurative language, including similes and metaphors, in context.   |
| RL.5.12.b | Recognize and explain the meaning of common idioms, adages and proverbs.  |
| RL.5.12.c | Use the relationships between particular words (e.g., synonyms) to better understand each of the words.   |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION   |
|---------|---|
| RL.5.13 | Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fifth grade. |

## Reading: Informational

### Key Ideas and Details

| CODE   | DESCRIPTION   |
|--------|---|
| RI.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| RI.5.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
| RI.5.3 | Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text. |

### Craft and Structure

| CODE   | DESCRIPTION   |
|--------|---|
| RI.5.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a fifth grade topic or subject area.                                |
| RI.5.5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts. |
| RI.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective "viewpoint" they represent.                        |

### Integration of Knowledge and Ideas

| CODE   | DESCRIPTION  |
|--------|--|
| RI.5.7 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| RI.5.8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).             |
| RI.5.9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.   |

## Language in Reading: Informational

| CODE      | DESCRIPTION   |
|-----------|---|
| RI.5.10   | Use knowledge of language and its conventions when reading.   |
| RI.5.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.                                  |
| RI.5.11.a | Use context "definition, synonym, antonym, examples, inferences" to determine the meaning of a word or phrase..                                       |
| RI.5.11.b | Use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of a word.   |
| RI.5.11.c | Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| RI.5.12   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| RI.5.12.a | Interpret figurative language, including similes and metaphors, in context.   |
| RI.5.12.b | Recognize and explain the meaning of common idioms, adages and proverbs.  |
| RI.5.12.c | Use the relationships between particular words (e.g., synonyms) to better understand each of the words.   |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION   |
|---------|---|
| RI.5.13 | Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fifth grade. |

# Writing

## Text Types and Purposes

| CODE    | DESCRIPTION  |
|---------|--|
| W.5.1   | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  |
| W.5.1.a | Know the difference between fact and opinion.  |
| W.5.1.b | Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.   |
| W.5.1.c | Provide logically ordered reasons that are supported by facts and details.   |
| W.5.1.d | Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).  |
| W.5.1.e | Provide a concluding statement or section related to the opinion presented.  |
| W.5.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| W.5.2.a | Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension. |
| W.5.2.b | Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.  |
| W.5.2.c | Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).   |
| W.5.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| W.5.2.e | Provide a concluding statement or section related to the information or explanation presented.   |
| W.5.3   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.   |
| W.5.3.a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.   |
| W.5.3.b | Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.   |
| W.5.3.c | Use a variety of transitional words, phrases and clauses to manage the sequence of events.   |
| W.5.3.d | Use concrete words and phrases and sensory details to convey experiences and events precisely.   |
| W.5.3.e | Provide a conclusion that follows from the narrated experiences or events.   |

## Production and Distribution of Writing

| CODE  | DESCRIPTION   |
|-------|---|
| W.5.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.   |
| W.5.5 | With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.   |
| W.5.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |

## Research to Build and Present Knowledge

| CODE    | DESCRIPTION   |
|---------|---|
| W.5.7   | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  |
| W.5.8   | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.                   |
| W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection and research.  |
| W.5.9.a | Apply fifth grade reading standards to literature (e.g., “Compare and contrast two or more characters, settings or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). |
| W.5.9.b | Apply fifth grade reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). |

## Language in Writing

| CODE     | DESCRIPTION   |
|----------|---|
| W.5.10   | Demonstrate command of the conventions of standard English grammar and usage when writing.  |
| W.5.10.a | Expand, combine and reduce sentences for meaning, reader/listener interest and style.   |
| W.5.10.b | Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.   |
| W.5.10.c | Form and use the perfect verb tenses (e.g., I had walked, I have walked)  |
| W.5.10.d | Use verb tense to convey various times, sequences, states and conditions.   |
| W.5.10.e | Recognize and correct inappropriate shifts in verb tense.   |
| W.5.10.f | Use correlative conjunctions. (e.g., either/or)   |
| W.5.11   | Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.   |
| W.5.11.a | Use punctuation to separate items in a series.  |
| W.5.11.b | Use a comma to separate an introductory element from the rest of the sentence.  |
| W.5.11.c | Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Sam?) |
| W.5.11.d | Use underlining, quotation marks or italics to indicate titles of works.  |
| W.5.11.e | Spell grade-appropriate words correctly, consulting reference materials as needed.  |

## Range of Writing

| CODE   | DESCRIPTION   |
|--------|---|
| W.5.12 | Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |



# Speaking and Learning

## Comprehension and Collaboration

| CODE    | DESCRIPTION   |
|---------|---|
| SL.5.1  | Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade topics and texts, building on others' ideas and expressing their own clearly. |
| SL.5.1a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.                            |
| SL.5.1b | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| SL.5.1c | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.   |
| SL.5.1d | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  |
| SL.5.2  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.   |
| SL.5.3  | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.   |

## Presentaton of Knowledge and Ideas

| CODE   | DESCRIPTION   |
|--------|---|
| SL.5.4 | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| SL.5.5 | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.   |
| SL.5.6 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   |

## Language in Speaking and Learning

| CODE     | DESCRIPTION  |
|----------|--|
| SL.5.7   | Demonstrate command of the conventions of standard English grammar and usage when speaking.  |
| SL.5.7.a | Expand, combine and reduce sentences for meaning, read/listener interest and style.  |
| SL.5.7.b | Form and use the perfect verb tenses (e.g., I had walked, I have walked)   |
| SL.5.7.c | Use verb tense to convey various times, sequences, states and conditions.  |
| SL.5.7.d | Recognize and correct inappropriate shifts in verb tense.  |
| SL.5.7.e | Use correlative conjunctions. (e.g., either/or)  |
| SL.5.8   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships. |

# Grade 6

## Reading: Literacy

### Key Ideas and Details

| CODE   | DESCRIPTION  |
|--------|--|
| RL.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| RL.6.2 | Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.               |
| RL.6.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |

### Craft and Structure

| CODE   | DESCRIPTION   |
|--------|---|
| RL.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| RL.6.5 | Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.                 |
| RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text.  |

### Integration of Knowledge and Ideas

| CODE   | DESCRIPTION  |
|--------|--|
| RL.6.7 | Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or |
| RL.6.8 | Not applicable to literature   |
| RL.6.9 | Compare and contrast texts in different forms or genres (e.g., stories and poems) in terms of their approaches to similar themes and topics.   |

## Language in Reading: Literature

| CODE      | DESCRIPTION   |
|-----------|---|
| RL.6.10   | Use knowledge of language and its conventions when reading to improve comprehension.  |
| RL.6.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.                                |
| RL.6.11.a | Use context to determine the meaning of a word or phrase.   |
| RL.6.11.b | Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word.  |
| RL.6.11.c | Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| RL.6.11.d | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)              |
| RL.6.12   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| RL.6.12.a | Interpret figures of speech in context.   |
| RL.6.12.b | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.                       |
| RL.6.12.c | Distinguish among the connotations (associations) of words with similar denotations (definitions).  |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION   |
|---------|---|
| RL.6.13 | Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for sixth grade. |

## Reading: Informational

### Key Ideas and Details

| CODE   | DESCRIPTION   |
|--------|---|
| RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| RI.6.2 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| RI.6.3 | Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).                  |
| RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.                                  |
| RI.6.5 | Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.       |
| RI.6.6 | Determine an author's point of view and purpose in a text and explain how they are conveyed in the text.  |

### Integration of Knowledge and Ideas

| CODE   | DESCRIPTION   |
|--------|---|
| RI.6.7 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| RI.6.8 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.                   |
| RI.6.9 | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography about the same person).                            |

## Language in Reading: Informational

| CODE      | DESCRIPTION   |
|-----------|---|
| RI.6.10   | Use knowledge of language and its conventions when reading to improve comprehension.  |
| RI.6.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.                                |
| RI.6.11.a | Use context to determine the meaning of a word or phrase.   |
| RI.6.11.b | Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word.  |
| RI.6.11.c | Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| RI.6.11.d | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)              |
| RI.6.12   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| RI.6.12.a | Interpret figures of speech in context.   |
| RI.6.12.b | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.                       |
| RI.6.12.c | Distinguish among the connotations (associations) of words with similar denotations (definitions).  |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION   |
|---------|---|
| RI.6.13 | Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade. |

# Writing

## Text Types and Purposes

| CODE     | DESCRIPTION   |
|----------|---|
| W.6.1    | Write arguments to support claims with clear reasons and relevant evidence.   |
| W.6.1.a  | Introduce claim(s) and organize the reasons and evidence clearly.   |
| W.6.1.b  | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  |
| W.6.1.c  | Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.   |
| W.6.1.d  | Establish and maintain a formal style.  |
| W.6.1.e  | Provide a concluding statement or section that follows from the argument presented.   |
| W.6.2    | Write informative/explanatory texts to examine a topic and convey ideas and information clearly through the selection, organization and analysis of relevant content.   |
| W.6.2.a  | Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful |
| W.6.2.b  | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.   |
| W.6.2.c  | Use appropriate transitions to clarify the relationships among ideas and concepts.  |
| W.6.2.d  | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| W.6.2.e  | Establish and maintain a formal style.  |
| W.6.2.f  | Provide a concluding statement or section that follows from the information or explanation presented.   |
| W.6.3    | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.   |
| W.6.3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.   |
| W.6.3.b  | Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.  |
| W.6.3.c  | Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one-time frame or setting to another.  |
| W.6.3.d  | Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.  |
| W.6.3.e  | Provide a conclusion that follows from the narrated experiences or events.  |

## Production and Distribution of Writing

| CODE  | DESCRIPTION   |
|-------|---|
| W.6.4 | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  |
| W.6.5 | With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.  |
| W.6.6 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |

## Research to Build and Present Knowledge

| CODE  | DESCRIPTION   |
|-------|---|
| W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.   |
| W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection and research.  |

## Language in Writing

| CODE     | DESCRIPTION  |
|----------|--|
| W.6.10   | Demonstrate command of the conventions of standard English grammar and usage when writing.   |
| W.6.10.a | Vary sentence patterns for meaning, reader/listener interest and style.  |
| W.6.10.b | Ensure that pronouns are in the proper case (subjective, objective, possessive).   |
| W.6.10.c | Use intensive pronouns (e.g., myself, ourselves).  |
| W.6.10.d | Recognize and correct inappropriate shifts in pronoun number and person.   |
| W.6.10.e | Recognize and correct vague pronouns.  |
| W.6.10.f | Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in conventional language |
| W.6.10.g | Maintain consistency in style and tone.  |
| W.6.11   | Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  |
| W.6.11.a | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  |
| W.6.11.b | Spell correctly.   |
| CODE     | DESCRIPTION  |

## Range of Writing

| CODE   | DESCRIPTION   |
|--------|---|
| W.6.12 | Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |

# Speaking and Listening

## Comprehension and Collaboration

| CODE    | DESCRIPTION   |
|---------|---|
| SL.6.1  | Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly. |
| SL.6.1a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.              |
| SL.6.1b | Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.   |
| SL.6.1c | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.   |
| SL.6.1d | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  |
| SL.6.2  | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.   |
| SL.6.3  | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  |

## Presentation of Knowledge and Ideas

| CODE   | DESCRIPTION   |
|--------|---|
| SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation. |
| SL.6.5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.   |
| SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.   |



## Language in Speaking and Listening

| CODE     | DESCRIPTION  |
|----------|--|
| SL.6.7   | Demonstrate command of the conventions of standard English grammar and usage when speaking.  |
| SL.6.7.a | Vary sentence patterns for meaning, reader/listener interest and style.  |
| SL.6.7.b | Use intensive pronouns (e.g., myself, ourselves).  |
| SL.6.7.c | Recognize and correct inappropriate shifts in pronoun number and person.   |
| SL.6.7.d | Recognize and correct vague pronouns.  |
| SL.6.7.e | Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.   |
| SL.6.7.f | Maintain consistency in style and tone.  |
| SL.6.8   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

# Grade 7

## Reading: Literature

### Key Ideas and Details

| CODE   | DESCRIPTION   |
|--------|---|
| RL.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.7.2 | Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.          |
| RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                         |

### Craft and Structure

| CODE   | DESCRIPTION   |
|--------|---|
| RL.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a |
| RL.7.5 | Analyze how a drama's or poem's form or structure contributes to its meaning.   |
| RL.7.6 | Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the various perspectives (viewpoints) of different characters or narrators in a text.                                       |

### Integration and Knowledge and Ideas

| CODE   | DESCRIPTION  |
|--------|--|
| RL.7.7 | Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color or camera focus and angles in a film). |
| RL.7.8 | Not applicable for literature.   |
| RL.7.9 | Compare and contrast a fictional portrayal of setting or character with a historical account of the same period to understand how authors use or alter history.  |

## Language in Reading: Literature

| CODE      | DESCRIPTION   |
|-----------|---|
| RL.7.10   | Use knowledge of language and its conventions when reading to aid comprehension.  |
| RL.7.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.  |
| RL.7.11.a | Use context to determine the meaning of a word or phrase.   |
| RL.7.11.b | Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word.  |
| RL.7.11.c | Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| RL.7.11.d | Verify the preliminary determination of the meaning of a word or phrase.  |
| RL.7.12   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| RL.7.12.a | Interpret figures of speech in context.   |
| RL.7.12.b | Use the relationship between particular words to better understand each of the words.   |
| RL.7.12.c | Distinguish among the connotations (associations) of words with similar denotations (definitions).  |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION   |
|---------|---|
| RL.7.13 | Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for seventh grade. |

## Reading: Informational

### Key Ideas and Details

| CODE   | DESCRIPTION  |
|--------|--|
| RI.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                  |
| RI.7.2 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.                       |
| RI.7.3 | Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events). |

### Craft and Structure

| CODE   | DESCRIPTION  |
|--------|--|
| RI.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.   |
| RI.7.6 | Determine an author's perspective "viewpoint" or purpose in a text and analyze how the author distinguishes his or her position from that of others.   |

### Integration of Knowledge and Ideas

| CODE   | DESCRIPTION  |
|--------|--|
| RI.7.7 | Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| RI.7.8 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.                               |
| RI.7.9 | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.             |

## Language in Reading: Informational

| CODE      | DESCRIPTION   |
|-----------|---|
| RI.7.10   | Use knowledge of language and its conventions when reading to aid comprehension.  |
| RI.7.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.  |
| RI.7.11.a | Use context to determine the meaning of a word or phrase.   |
| RI.7.11.b | Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word.  |
| RI.7.11.c | Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| RI.7.11.d | Verify the preliminary determination of the meaning of a word or phrase.  |
| RI.7.12   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| RI.7.12.a | Interpret figures of speech in context.   |
| RI.7.12.b | Use the relationship between particular words to better understand each of the words.   |
| RI.7.12.c | Distinguish among the connotations (associations) of words with similar denotations (definitions).  |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION  |
|---------|--|
| RI.7.13 | Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade. |

# Writing

## Text Types and Purposes

| CODE    | DESCRIPTION   |
|---------|---|
| W.7.1   | Write arguments to support claims with clear reasons and relevant evidence.   |
| W.7.1.a | Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically.   |
| W.7.1.b | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  |
| W.7.1.c | Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.   |
| W.7.1.d | Establish and maintain a formal style.  |
| W.7.1.e | Provide a concluding statement or section that follows from and supports the argument presented.  |
| W.7.2   | Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.   |
| W.7.2.a | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tabl |
| W.7.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.   |
| W.7.2.c | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  |
| W.7.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| W.7.2.e | Establish and maintain a formal style.  |
| W.7.2.f | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |
| W.7.3   | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.   |
| W.7.3.a | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.   |
| W.7.3.b | Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.  |
| W.7.3.c | Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.  |
| W.7.3.d | Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.   |
| W.7.3.e | Provide a conclusion that follows from and reflects on the narrated experiences or events.  |

## Production and Distribution of Writing

| CODE  | DESCRIPTION   |
|-------|---|
| W.7.4 | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  |
| W.7.5 | With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. |
| W.7.6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.                                  |

## Research to Build and Present Knowledge

| CODE  | DESCRIPTION   |
|-------|---|
| W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.   |
| W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a s |
| W.7.9 | Draw evidence from literary or informational texts to support analysis, reflection and research.  |

## Language in Writing

| CODE     | DESCRIPTION  |
|----------|--|
| W.7.10   | Demonstrate command of the conventions of standard English grammar and usage when writing.                           |
| W.7.10.a | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  |
| W.7.10.b | Explain the function of phrases and clauses in general and their function in specific sentences.                     |
| W.7.10.c | Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
| W.7.10.d | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.            |
| W.7.11   | Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.    |
| W.7.11.a | Use a comma to separate coordinate adjectives.   |
| W.7.11.b | Spell correctly.   |

## Range of Writing

| CODE   | DESCRIPTION   |
|--------|---|
| W.7.12 | Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |

# Speaking and Listening

## Comprehension and Collaboration

| CODE     | DESCRIPTION   |
|----------|---|
| SL.7.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly. |
| SL.7.1.a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.          |
| SL.7.1.b | Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.   |
| SL.7.1.c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  |
| SL.7.1.d | Acknowledge new information expressed by others and, when warranted, modify their own views.  |
| SL.7.2   | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.                             |
| SL.7.3   | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  |

## Presentation of Knowledge and Ideas

| CODE   | DESCRIPTION   |
|--------|---|
| SL.7.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation. |
| SL.7.5 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.   |
| SL.7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.   |

## Language in Speaking and Listening

| CODE     | DESCRIPTION  |
|----------|--|
| SL.7.7   | Demonstrate command of the conventions of standard English grammar and usage when speaking.  |
| SL.7.7.a | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  |
| SL.7.7.b | Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.   |
| SL.7.7.c | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  |
| SL.7.8   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |



# Grade 8

## Reading: Literature

### Key Ideas and Details

| CODE   | DESCRIPTION   |
|--------|---|
| RL.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   |
| RL.8.2 | Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| RL.8.3 | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.   |

### Craft and Structure

| CODE   | DESCRIPTION   |
|--------|---|
| RL.8.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| RL.8.5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  |
| RL.8.6 | Analyze how differences in the perspective "viewpoint" of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.   |

### Integration of Knowledge and Ideas

| CODE   | DESCRIPTION  |
|--------|--|
| RL.8.7 | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.                                 |
| RL.8.8 | Not applicable for literature.   |
| RL.8.9 | Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works such as the Bible, including describing how the material is rendered new. |

## Language in Reading: Literature

| CODE      | DESCRIPTION   |
|-----------|---|
| RL.8.10   | Use knowledge of language and its conventions when reading to aid comprehension of literary texts.  |
| RL.8.11   | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.  |
| RL.8.11.a | Use context to determine the meaning of a word or phrase.   |
| RL.8.11.b | Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word (e.g., precede, recede, secede).  |
| RL.8.11.c | Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| RL.8.11.d | Verify the preliminary determination of the meaning of a word or phrase.  |
| RL.8.12   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| RL.8.12.a | Interpret figures of speech in context.   |
| RL.8.12.b | Use the relationship between particular words to better understand each of the words.   |
| RL.8.12.c | Distinguish among the connotations (associations) of words with similar denotations (definitions).  |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION  |
|---------|--|
| RL.8.13 | Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for eighth grade. |

## Reading: Informational

### Key Ideas and Details

| CODE   | DESCRIPTION   |
|--------|---|
| RI.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   |
| RI.8.2 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| RI.8.3 | Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).                                |

### Craft and Structure

| CODE   | DESCRIPTION  |
|--------|--|
| RI.8.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| RI.8.5 | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  |
| RI.8.6 | Determine an author's perspective "viewpoint" and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or perspectives (viewpoints).   |

### Integration of Knowledge and Ideas

| CODE   | DESCRIPTION   |
|--------|---|
| RI.8.7 | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  |
| RI.8.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| RI.8.9 | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.                                     |

## Language in Reading: Informational

| CODE      | DESCRIPTION   |
|-----------|---|
| RI.8.10   | Use knowledge of language and its conventions when reading to aid comprehension of informational texts.   |
| RI.8.11   | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.  |
| RI.8.11.a | Use context to determine the meaning of a word or phrase.   |
| RI.8.11.b | Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word (e.g., precede, recede, secede).  |
| RI.8.11.c | Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| RI.8.11.d | Verify the preliminary determination of the meaning of a word or phrase.  |
| RI.8.12   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| RI.8.12.a | Interpret figures of speech in context.   |
| RI.8.12.b | Use the relationship between particular words to better understand each of the words.   |
| RI.8.12.c | Distinguish among the connotations (associations) of words with similar denotations (definitions).  |

## Range of Reading and Text Complexity

| CODE    | DESCRIPTION  |
|---------|--|
| RI.8.13 | Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade. |

# Writing

## Text Types and Purposes

| CODE    | DESCRIPTION   |
|---------|---|
| W.8.1   | Write arguments to support claims with clear reasons and relevant evidence.   |
| W.8.1.a | Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.   |
| W.8.1.b | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  |
| W.8.1.c | Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.  |
| W.8.1.d | Establish and maintain a formal style.  |
| W.8.1.e | Provide a concluding statement or section that follows from and supports the argument presented.  |
| W.8.2   | Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.   |
| W.8.2.a | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension. |
| W.8.2.b | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.  |
| W.8.2.c | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.   |
| W.8.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| W.8.2.e | Establish and maintain a formal style.  |
| W.8.2.f | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |
| W.8.3   | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.   |
| W.8.3.a | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.   |
| W.8.3.b | Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events, and/or characters.  |
| W.8.3.c | Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one timeframe or setting to another and show the relationships among experiences and events.  |
| W.8.3.d | Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.   |
| W.8.3.e | Provide a conclusion that follows from and reflects on the narrated experiences or events.  |

## Production and Distribution of Writing

| CODE  | DESCRIPTION   |
|-------|---|
| W.8.4 | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  |
| W.8.5 | With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. |
| W.8.6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.                                |

## Research to Build and Present Knowledge

| CODE  | DESCRIPTION   |
|-------|---|
| W.8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                     |
| W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a s |
| W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection and research.  |

## Language in Writing

| CODE     | DESCRIPTION  |
|----------|--|
| W.8.10   | Demonstrate command of the conventions of standard English grammar and usage when writing.                                 |
| W.8.10.a | Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.       |
| W.8.10.b | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
| W.8.10.c | Form and use verbs in the active and passive voice.  |
| W.8.10.d | Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.                         |
| W.8.10.e | Recognize and correct inappropriate shifts in verb voice and mood.   |
| W.8.11   | Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.          |
| W.8.11.a | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  |
| W.8.11.b | Use an ellipsis to indicate an omission.   |
| W.8.11.c | Spell correctly.   |

## Range of Writing

| CODE   | DESCRIPTION   |
|--------|---|
| W.8.12 | Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |

# Speaking and Listening

## Comprehension and Collaboration

| CODE     | DESCRIPTION  |
|----------|--|
| SL.8.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly. |
| SL.8.1.a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.         |
| SL.8.1.b | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.  |
| SL.8.1.c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.  |
| SL.8.1.d | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.   |
| SL.8.2   | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.                     |
| SL.8.3   | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.                            |

## Presentation of Knowledge and Ideas

| CODE     | DESCRIPTION  |
|----------|--|
| SL.8.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly. |
| SL.8.1.a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.         |
| SL.8.1.b | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.  |
| SL.8.1.c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.  |
| SL.8.1.d | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.   |
| SL.8.2   | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.                     |
| SL.8.3   | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.                            |

## Language in Speaking and Listening

| CODE     | DESCRIPTION  |
|----------|--|
| SL.8.4   | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. |
| SL.8.5   | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.   |
| SL.8.6   | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  |
| SL.8.7   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  |
| SL.8.7.a | Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.   |
| SL.8.7.b | Form and use verbs in the active and passive voice.  |
| SL.8.7.c | Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.   |
| SL.8.7.d | Recognize and correct inappropriate shifts in verb voice and mood.   |
| SL.8.8   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                       |



# Grades 9-10

## Reading: Literature

### Key Ideas and Details

| CODE      | DESCRIPTION   |
|-----------|---|
| RL.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| RL.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.                |
| RL.9-10.3 | Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme. |

### Craft and Structure

| CODE      | DESCRIPTION   |
|-----------|---|
| RL.9-10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. |
| RL.9-10.5 | Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.                                 |
| RL.9-10.6 | Analyze a particular point of view based on cultural experience reflected in a work of literature.  |

### Integration of Knowledge and Ideas

| CODE      | DESCRIPTION   |
|-----------|---|
| RL.9-10.7 | Analyze and evaluate the representation of a subject or a key scene in multiple mediums-including media, artistic and other visual formats. |
| RL.9-10.8 | Not applicable for literature.  |
| RL.9-10.9 | Analyze how an author draws on and transforms source material in a specific work.   |

## Language in Reading: Literature

| CODE         | DESCRIPTION  |
|--------------|--|
| RL.9-10.10   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.     |
| RL.9-10.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.   |
| RL.9-10.11.a | Use context to determine the meaning of a word or phrase.  |
| RL.9-10.11.b | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.   |
| RL.9-10.11.c | Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech or its etymology. |
| RL.9-10.11.d | Verify the preliminary determination of the meaning of a word or phrase.   |
| RL.9-10.12   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |
| RL.9-10.12.a | Interpret figures of speech in context and analyze their role in the text.   |
| RL.9-10.12.b | Analyze nuances in the meaning of words with similar denotations.  |

## Range of Reading and Text Complexity

| CODE       | DESCRIPTION   |
|------------|---|
| RL.9-10.13 | Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for grades 9-10. |

## Reading: Informational

### Key Ideas and Details

| CODE      | DESCRIPTION   |
|-----------|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.   |
| RI.9-10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them. |

### Craft and Structure

| CODE      | DESCRIPTION  |
|-----------|--|
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. |
| RI.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.  |
| RI.9-10.6 | Determine an author's perspective "viewpoint" and purpose in a text and analyze how an author's use of rhetoric advances the perspective "viewpoint" and purpose.  |

### Integration of Knowledge and Ideas

| CODE      | DESCRIPTION  |
|-----------|--|
| RI.9-10.7 | Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.   |
| RI.9-10.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| RI.9-10.9 | Analyze documents of historical and literary significance, including how they address related themes and concepts.   |

## Language in Reading: Informational

| CODE         | DESCRIPTION  |
|--------------|--|
| RI.9-10.10   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.                  |
| RI.9-10.10.a | Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.   |
| RI.9-10.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.   |
| RI.9-10.11.a | Use context to determine the meaning of a word or phrase   |
| RI.9-10.11.b | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.   |
| RI.9-10.11.c | Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech or its etymology. |
| RI.9-10.11.d | Verify the preliminary determination of the meaning of a word or phrase.   |
| RI.9-10.12   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |
| RI.9-10.12.a | Interpret figures of speech in context and analyze their role in the text.   |
| RI.9-10.12.b | Analyze nuances in the meaning of words with similar denotations.  |

## Range of Reading and Text Complexity

| CODE       | DESCRIPTION   |
|------------|---|
| RI.9-10.13 | Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10. |

# Writing

## Text Types and Purposes

| CODE       | DESCRIPTION   |
|------------|---|
| W.9-10.1   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| W.9-10.1.a | Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.                 |
| W.9-10.1.b | Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.              |
| W.9-10.1.c | Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.   |
| W.9-10.1.d | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  |
| W.9-10.1.e | Provide a concluding statement or section that follows from and supports the argument presented.  |
| W.9-10.2   | Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.  |
| W.9-10.2.a | Introduce a topic clearly; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.          |
| W.9-10.2.b | Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.         |
| W.9-10.2.c | Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.  |
| W.9-10.2.d | Use precise language and domain specific vocabulary to manage the complexity of the topic.  |
| W.9-10.2.e | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  |
| W.9-10.2.f | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |
| W.9-10.3   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  |
| W.9-10.3.a | Engage the reader by setting out a problem, situation or observation, establishing one or multiple points of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| W.9-10.3.b | Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters.   |
| W.9-10.3.c | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  |

| CODE       | DESCRIPTION   |
|------------|---|
| W.9-10.3.d | Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| W.9-10.3.e | Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.                    |

## Production and Distribution of Writing

| CODE     | DESCRIPTION   |
|----------|---|
| W.9-10.4 | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   |
| W.9-10.6 | Use technology, including the internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |

## Research to Build and Present Knowledge

| CODE     | DESCRIPTION  |
|----------|--|
| W.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding |
| W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the |
| W.9-10.9 | Draw evidence from literary or informational texts to support analysis, reflection and research.   |

## Language in Writing

| CODE        | DESCRIPTION   |
|-------------|---|
| W.9-10.10   | Demonstrate command of the conventions of standard English grammar and usage when writing.  |
| W.9-10.10.a | Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.  |
| W.9-10.10.b | Use parallel structure.   |
| W.9-10.10.c | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing. |
| W.9-10.11   | Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.   |
| W.9-10.11.a | Use a semicolon to link two or more closely related independent clauses.  |
| W.9-10.11.b | Use a colon to introduce a list or quotation.   |
| W.9-10.11.c | Spell correctly.  |

## Range of Writing

| CODE      | DESCRIPTION   |
|-----------|---|
| W.9-10.12 | Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences. |

# Speaking and Listening

## Comprehension and Collaboration

| CODE       | DESCRIPTION   |
|------------|---|
| SL.9-10.1  | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively |
| SL.9-10.1a | Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.                       |
| SL.9-10.1b | Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines and individual roles as needed.   |
| SL.9-10.1c | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.                       |
| SL.9-10.1d | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.              |
| SL.9-10.2  | Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.   |
| SL.9-10.3  | Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  |

## Presentation of Knowledge and Ideas

| CODE      | DESCRIPTION   |
|-----------|---|
| SL.9-10.4 | Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task. |
| SL.9-10.5 | Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence and to add interest.  |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.   |



## Language in Speaking and Listening

| CODE        | DESCRIPTION   |
|-------------|---|
| SL.9-10.7   | Demonstrate command of the conventions of standard English grammar and usage when speaking.   |
| SL.9-10.7.a | Use parallel structure.   |
| SL.9-10.7.b | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.    |
| SL.9-10.8   | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when consideri |

# Grades 11-12

## Reading: Literature

### Key Ideas and Details

| CODE       | DESCRIPTION   |
|------------|---|
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.            |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.  |

### Craft and Structure

| CODE       | DESCRIPTION  |
|------------|--|
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly |
| RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.  |
| RL.11-12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.  |

### Integration of Knowledge and Ideas

| CODE       | DESCRIPTION  |
|------------|--|
| RL.11-12.7 | Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text.  |
| RL.11-12.8 | Not applicable for literature.   |
| RL.11-12.9 | Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics. |

## Language in Reading: Literature

| CODE          | DESCRIPTION   |
|---------------|---|
| RL.11-12.10   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.   |
| RL.11-12.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.   |
| RL.11-12.11.a | Use context to determine the meaning of a word or phrase.   |
| RL.11-12.11.b | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  |
| RL.11-12.11.c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology or its standard u |
| RL.11-12.11.d | Verify the preliminary determination of the meaning of a word or phrase.  |
| RL.11-12.12   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  |
| RL.11-12.12.a | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.   |
| RL.11-12.12.b | Analyze nuances in the meaning of words with similar denotations.   |

## Range of Reading and Text Complexity

| CODE        | DESCRIPTION  |
|-------------|--|
| RL.11-12.13 | Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12. |

# Reading: Informational

## Key Ideas and Details

| CODE       | DESCRIPTION  |
|------------|--|
| RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                               |
| RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.   |

## Craft and Structure

| CODE       | DESCRIPTION   |
|------------|---|
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms. |
| RI.11-12.5 | Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.                              |
| RI.11-12.6 | Determine an author's perspective "viewpoint" and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the persuasiveness of the text.          |

## Integration of Knowledge and Ideas

| CODE       | DESCRIPTION   |
|------------|---|
| RI.11-12.7 | Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.   |
| RI.11-12.8 | Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes and arguments in works of public advocacy. |
| RI.11-12.9 | Analyze foundational documents of historical and literary significance for their themes, purposes and rhetorical features.  |

## Language in Reading: Informational

| CODE          | DESCRIPTION  |
|---------------|--|
| RI.11-12.10   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.                                      |
| RI.11-12.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.  |
| RI.11-12.11.a | Use context to determine the meaning of a word or phrase.  |
| RI.11-12.11.b | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.   |
| RI.11-12.11.c | Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology or its standard usage. |
| RI.11-12.11.d | Verify the preliminary determination of the meaning of a word or phrase.   |
| RI.11-12.12   | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |
| RI.11-12.12.a | Interpret figures of speech in context and analyze their role in the text.   |
| RI.11-12.12.b | Analyze nuances in the meaning of words with similar denotations.  |

## Range of Reading and Text Complexity

| CODE        | DESCRIPTION  |
|-------------|--|
| RI.11-12.13 | Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12. |

# Writing

## Text Types and Purposes

| CODE        | DESCRIPTION  |
|-------------|--|
| W.11-12.1   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |
| W.11-12.1.a | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.             |
| W.11-12.1.b | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible bias |
| W.11-12.1.c | Use words, phrases and clauses, as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.                |
| W.11-12.1.d | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   |
| W.11-12.1.e | Provide a concluding statement or section that follows from and supports the argument presented.   |
| W.11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.  |
| W.11-12.2.a | Introduce a topic clearly; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.                |
| W.11-12.2.b | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.                                    |
| W.11-12.2.c | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.  |
| W.11-12.2.d | Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.  |
| W.11-12.2.e | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   |
| W.11-12.2.f | Provide a concluding statement or section that follows from and supports the information or explanation presented.   |
| W.11-12.3   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.   |
| W.11-12.3.a | Engage the reader by setting out a problem, situation or observation, establishing one or multiple points of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.  |

| CODE        | DESCRIPTION   |
|-------------|---|
| W.11-12.3.b | Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters.     |
| W.11-12.3.c | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. |
| W.11-12.3.d | Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.       |
| W.11-12.3.e | Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.                          |

## Production and Distribution of Writing

| CODE      | DESCRIPTION   |
|-----------|---|
| W.11-12.4 | Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| W.11-12.6 | Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.             |

## Research to Build and Present Knowledge

| CODE      | DESCRIPTION   |
|-----------|---|
| W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding  |
| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text set |
| W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection and research.  |

## Language in Writing

| CODE         | DESCRIPTION  |
|--------------|--|
| W.11-12.10   | Demonstrate command of the conventions of standard English grammar and usage when writing.   |
| W.11-12.10.a | Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.   |
| W.11-12.10.b | Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested.   |
| W.11-12.10.c | Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. |
| W.11-12.11   | Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  |
| W.11-12.11.a | Observe hyphenation conventions.   |
| W.11-12.11.b | Spell correctly.   |

## Range of Writing

| CODE       | DESCRIPTION   |
|------------|---|
| W.11-12.12 | Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. |



## Speaking and Listening

### Comprehension and Collaboration

| CODE        | DESCRIPTION   |
|-------------|---|
| SL.11-12.1  | Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively |
| SL.11-12.1a | Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.                       |
| SL.11-12.1b | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.   |
| SL.11-12.1c | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspe |
| SL.11-12.1d | 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 co |
| SL.11-12.2  | Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.                    |
| SL.11-12.3  | Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.   |

### Presentation of Knowledge and Ideas

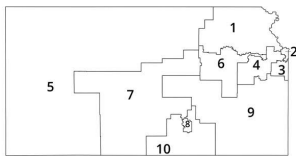
| CODE       | DESCRIPTION   |
|------------|---|
| SL.11-12.4 | Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely and logically for a specific purpose, audience and task. |
| SL.11-12.5 | Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence and to add interest.                        |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.                                       |

## Language in Speaking and Listening

| CODE         | DESCRIPTION  |
|--------------|--|
| SL.11-12.7   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| SL.11-12.7.a | Vary syntax for effect, consulting references for guidance as needed.  |
| SL.11-12.7.b | Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested.   |
| SL.11-12.8   | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |



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## SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

## OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



# Kansas State Board of Education

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## MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

## VISION

Kansas leads the world in the success of each student.

## MOTTO

Kansans Can

|  |  |   |
|--|--|---|
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|--|--|---|

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*Kansas leads the world in the success of each student.*

July 1, 2025

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