

Kentucky Academic Standards



Kentucky Department of **EDUCATION**

Reading and Writing

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Introduction

Background

Literacy empowers Kentucky students to access, understand and engage with the world around them. Robust literacy instruction prepares each Kentucky student for the demands of successful transition to postsecondary education, work and the community. Reading and writing are critical tools for personal growth, social participation and economic opportunity. In an increasingly complex and information-driven society, literacy serves as the cornerstone of lifelong learning, enabling individuals to navigate varied perspectives and complex texts while communicating effectively and making informed decisions. Opportunity and access to high-quality literacy education is essential for fostering creative and critical thinking, acquiring and integrating knowledge and ensuring that all Kentucky students have the opportunity to reach their full potential. This broadened definition of literacy means reading and writing instruction must begin with a firm foundation in early literacy skills and progress to address many different types and uses of language across multiple modalities. The grade-level expectations in the *Kentucky Academic Standards (KAS) for Reading and Writing* assist students in connecting learning to the world beyond the classroom by exploring and investigating complex and authentic concepts that impact communities, the nation and the world. Likewise, this document provides guidance to teachers to ensure each Kentucky student has the opportunity to engage with grade-level expectations and work. This document underscores the importance of literacy as foundational for academic and lifelong success and outlines the grade-level reading and writing skills necessary to cultivate proficient, confident and engaged learners in a rapidly evolving world.

Kentucky's Vision for Students

English/language arts education develops skills, knowledge and dispositions (e.g., content, comprehension and analysis) that directly align with the Kentucky Board of Education's (KBE) vision that each and every Kentucky learner will become an engaged citizen and empowered learner prepared to lead a life filled with purpose. To equip and empower students, the following capacity and goal statements frame instructional programs in Kentucky schools. They were established by the Kentucky Education Reform Act (KERA) of 1990, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451. All students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization;
- Knowledge to make economic, social and political choices;
- Understanding of governmental processes as they affect the community, the state and the nation;
- Sufficient self-knowledge and knowledge of their mental health and physical wellness;
- Sufficient grounding in the arts to enable each student to appreciate their cultural and historical heritage;
- Sufficient preparation to choose and pursue their life's work intelligently; and
- Skills to enable students to compete favorably with students in other states and other parts of the world.

Furthermore, schools shall:

- Expect a high level of achievement from all students.
- Develop their students' ability to:
 - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
 - Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, English/language arts, health, practical living, including physical education, to situations they will encounter throughout their lives;
 - Become self-sufficient individuals;
 - Become responsible members of a family, work group or community as well as an effective participant in community service;
 - Think and solve problems in school situations and in a variety of situations they will encounter in life;
 - Connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources; and
 - Express their creative talents and interests in visual arts, music, dance and dramatic arts.

- Increase student attendance rates.
- Reduce dropout and retention rates.
- Reduce physical and mental health barriers to learning.
- Be measured on the proportion of students who make a successful transition to work, postsecondary education and the military.

To ensure legal requirements of reading and writing classes are met, the Kentucky Department of Education (KDE) encourages schools to use the *Model Curriculum Framework* to ensure curricular coherence in the development of curricula that meet the grade-level expectations set forth by standards. The *Model Curriculum Framework* describes curricular coherence as the “local alignment of standards, curriculum, instructional resources and practices, assessment, and professional learning within and across grade-levels in a district or school to help students meet grade-level expectations.”¹

Legal Basis

The following Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) provide a legal base for this publication:

KRS 156.160 Promulgation of administrative regulations by the Kentucky Board of Education

With the advice of the Local Superintendents Advisory Council (LSAC), the Kentucky Board of Education (KBE) shall promulgate administrative regulations establishing standards that public school districts shall meet in student, program, service and operational performance. These regulations shall comply with the expected outcomes for students and schools set forth in KRS 158:6451. KRS 156.160(1)(a) requires the KBE to establish courses of study for the different grades and kinds of common schools with the courses of study to comply with the expected goals, outcomes, and assessments developed under KRS 158.645, 158.6451, and 158.6453.

KRS 156.160(1)(a)3. requires cursive writing be included as a course of study in all elementary schools and shall be designed to ensure proficiency in cursive writing by the end of grade five (5).

KRS 158.6453 Review of academic standards and assessments

(2)(a) Beginning in fiscal year 2017-2018, and every six (6) years thereafter, the Kentucky Department of Education (KDE) shall implement a process for reviewing Kentucky's academic standards and the alignment of corresponding assessments for possible revision or replacement to ensure alignment with transition readiness standards necessary for global competitiveness, state career and technical education standards, and KRS 158.196.

(b) The revisions to the content standards shall:

1. Focus on critical knowledge, skills, and capacities needed for success in the global economy;
2. Result in fewer but more in-depth standards to facilitate mastery learning;

¹ Office of Teaching and Learning. (2023). *Model Curriculum Framework*. Kentucky Department of Education.
<https://www.education.ky.gov/curriculum/modcurrframe/Pages/default.aspx>.

3. Communicate expectations more clearly and concisely to teachers, parents, students, and citizens;
4. Be based on evidence-based research;
5. Consider international benchmarks; and
6. Ensure that the standards are aligned from elementary to high school to postsecondary education so that students can be successful at each education level.

KRS 158.305 Comprehensive reading program

(5)(b) Requires each superintendent to adopt a common comprehensive reading program that is determined by the KDE to be reliable, valid, and aligned to reading and writing standards required by KRS 158.6453 and outlined in administrative regulation promulgated by the KBE for kindergarten through grade three (3).

704 KAR 3:305 Minimum high school graduation requirements

This administrative regulation establishes the minimum high school graduation requirements necessary for entitlement to a public high school diploma.

704 KAR 8:020 Required academic standards for reading and writing

This administrative regulation adopts into law the *Kentucky Academic Standards for Reading and Writing*.

Standards Revision Process

Per KRS 158.6453, the *KAS for Reading and Writing* was entirely conceived and written by teams of Kentucky educators in 2019. In 2025, teams were assembled to consider revisions based on public comment. Kentucky teachers understand the importance of robust reading and writing education from elementary and secondary to postsecondary readiness. This focus helps ensure that students are prepared for the jobs of the future and can compete with students from other states and nations.

The Advisory Panels (AP) were composed of 22 teachers, four post-secondary professors from institutes of higher education and two community members. The function of the AP was to review public comments on the existing standards and make recommendations for changes to a Review Committee (RC). The RC was composed of eight teachers, two post-secondary professors from institutes of higher education and one community member. The function of the RC was to review the work and findings from the AP and make recommendations to revise or replace existing standards.

The teams were selected based on their expertise in the field of reading and writing instruction and their role as practicing teachers and experts. When choosing writers, the selection committee considered statewide representation for public elementary, middle and high school teachers as well as higher education instructors and community members.

Standards Writers' Vision Statement

The writing team envisions Kentucky teachers as evidence-based practitioners who can equip confident readers and writers through vibrant learning experiences. Reading and responding to complex texts are integral components of every K-12 classroom and provide opportunities that empower students to use both receptive and expressive language daily. Driven by an understanding of the reading brain² and its importance for oral language and reading development, these standards reflect that reading comprehension is both a process and a product.³ The standards were revised to place complex texts at the center of classroom instruction to give students access to grade-level knowledge and content. Likewise, these standards continue to require students to engage in reading and writing daily as reciprocal skills and processes. The writing team strives to provide vertically aligned standards that lend themselves to evidence-based practices and access to grade-level learning opportunities for each student.

The writing team intends for the *Kentucky Academic Standards for Reading and Writing* to serve as a foundation for students to build skills and agency across their lifespans. These standards equip students to navigate an ever-changing society as productive yet reflective, independent yet collaborative, and driven yet compassionate citizens with ample opportunities to thrive in the postsecondary world.

² Hudson, N., Scheff, J., Tarsha, M., & Cutting, L.E. (2016). Reading comprehension and executive function: Neurobiological findings. *Perspectives on Language and Literacy*, Spring 2016.

³ Pikulski, J.J. and Chard, D.J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58: 510-519. <https://doi.org/10.1598/RT.58.6.2>

Foundational Documents

In addition to the following foundational documents, participants brought their expertise and experience as classroom educators to the standards revision process. The writers also thoughtfully considered feedback from the public and literacy community.

Gough, P. & Tunmer, W. (1986). Decoding, reading and reading disability. *Remedial and Special Education*, 7(1), 6-10.

Liben, M. & Pimentel, S. (2021). Placing text at the center of the standards-aligned ELA classroom. *Student Achievement Partners*.
<https://achievethecore.org/content/upload/Text-at-the-Center-Report-V5.pdf>

National Assessment Governing Board (2017). Writing framework for the 2017 National Assessment of Educational Progress. *United States Department of Education*.<https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/writing/2017-writing-framework.pdf>

National Assessment Governing Board. (2022). Reading Framework for the 2026 National Assessment of Educational Progress. *United States Department of Education*. <https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/reading/2026-reading-framework/naep-2026-reading-framework.pdf>

Nebraska Department of Education. (2021). *Nebraska's College and Career Ready Standards for English Language Arts*. <https://www.education.ne.gov/wp-content/uploads/2022/08/ELA-Standards-2021-8-25-22.pdf>

Office of Education Technology. (2024). Artificial intelligence guidance brief. *Kentucky Department of Education*.
<https://www.education.ky.gov/districts/tech/Documents/AI%20Guidance%20Brief.pdf>

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York: Guilford Press.

Sedita, J. (2019, December 19). The writing rope: The strands that are woven into skilled writing. *Reading Rockets*.
www.readingrockets.org/topics/writing/articles/writing-rope-strands-are-woven-skilled-writing

Shanahan, T. (2023, July 22). Knowledge or comprehension strategies -- What should we teach? *Shanahan on Literacy*.
www.shanahanonliteracy.com/blog/knowledge-or-comprehension-strategies-what-should-we-teach

Additionally, participants brought their expertise and experience as classroom educators to the process. The writers also thoughtfully considered feedback from the public and literacy community.

Design Considerations

Guiding Principles and Grade-Specific Standards

The Guiding Principles define general, interdisciplinary literacy expectations that students must meet for postsecondary readiness. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression to enable students to demonstrate readiness for their postsecondary plans by the end of high school. The Guiding Principles are ongoing elements of literacy that students can apply as they transition to college and/or a career path. The grade-level standards provide additional specificity and context for the appropriate application of the Guiding Principles. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings in preceding grades and work steadily toward meeting the broader expectations described by the Guiding Principles.

Building Knowledge and Applying Skills and Strategies

The standards place emphasis on the comprehension of complex text through knowledge building, comprehension strategies and text-based writing. For example, Reading Literature (RL) and Reading Informational Text (RI) Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that incorporates knowledge and reading strategies as the foundation to comprehension and composition. Interdisciplinary Literacy Practice 2 states that students comprehend texts best when they are able to employ, develop and refine schema to understand and create text. Engaging students with multiple texts and interdisciplinary content provides opportunities to build, transfer and apply knowledge in meaningful ways between English/language arts and other content areas, such as science, social studies and math. In addition to the importance of receptive language arts (listening and reading), students should transfer and apply knowledge and strategies through expressive language arts (speaking and writing) about the texts and topics studied.

Early Literacy

To reinforce the importance of early literacy, the K-5 *Kentucky Academic Standards for Reading and Writing* include expectations for Reading Literary (RL) and Reading Informational Texts (RI), Composition (C), Language (L), Reading Foundational Skills (RF) and Handwriting (HW) and are applicable across disciplines. The revisions to the K-5 standards align with current research and evidence specifically related to the science of reading. Likewise, the Reading Foundational Skills standards build upon the early childhood standards, providing a developmentally appropriate progression as students transition from preschool to kindergarten.

They articulate rigorous grade-level expectations for developing a strong infrastructure of essential early literacy skills to equip students with the skills and knowledge critical to be successful in later years and, ultimately, postsecondary ready.

To reinforce the importance of early literacy, the K-5 standards for reading and writing include expectations for Reading Foundational Skills (RF) and Handwriting (HW). The revisions to the K-5 standards align with current research and evidence specifically related to the science of reading. These standards provide a progression of constrained foundational skills essential to skilled reading and composition. Students should engage in explicit and systematic instruction in print concepts, phonological awareness, especially phonemic awareness, phonics and word recognition, including decoding, encoding and morphological analysis, fluency and letter formation.

Reading Literature (RL), Reading Informational (RI), Composition (C) and Language (L) standards also set rigorous grade-level expectations in kindergarten through grade 5 for developing a strong infrastructure to equip students with literacy knowledge and skills to be successful in later years and, ultimately,

postsecondary readiness. Notably, RL and RI Standard 10 bundles many of these together through listening comprehension in kindergarten and grade 1 because early learners' typically have listening vocabularies that exceed their reading abilities. This is why it is vital that read-alouds are used to build essential background knowledge, develop comprehension strategies and enhance command of General American English.

Multidimensionality

The Reading, Composition and Language Standards consist of multiple dimensions or layers:

- **Analysis** is the ability to read between or above the lines that develops students' ability to think critically and represents the abstract "thinking" needed to practice the "doing" of reading and composing. **Analysis** refers to the abstract dimension that requires more than objective understanding of main ideas and key details.
- **CONTENT** within each standard is the "what" to help students access concrete and abstract thinking. **CONTENT** refers to an author's tools and the objects of literacy woven into the skills students must access and apply when developing comprehension and performing analysis.
- **Comprehension** within each standard represents the concrete "thinking" needed to practice the "doing" of reading and composing. **Comprehension** refers to the concrete dimension that requires the objective understanding of a text, topic or convention of language.

By specifying the three dimensions, this document communicates the intent of each standard so that local instruction and assessment will align to the intended depth.

Interdisciplinary Literacy Practices

The Interdisciplinary Literacy Practices are built upon a foundation of common understandings — or practices — which provide the overarching goals for literacy instruction for each student across the state. These ten foundational practices are fundamental to fostering an environment that goes beyond teaching and learning isolated skills. This literacy-rich environment focuses on the larger vision and objective of empowering independent, lifelong learners who think deeply and critically about text. The Practices should not be confused as additional standards, but they should guide teachers in providing intentional opportunities for students to practice the behaviors of a literate citizen.

1. Recognize that text is anything that communicates a message.
2. Employ, develop and refine schema to understand and create text.
3. View literacy experiences as transactional, interdisciplinary and transformational.
4. Use receptive and expressive language arts to better understand self, others and the world.
5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6. Collaborate with others to create meaning.
7. Use digital resources to learn and share with others.
8. Engage in specialized, discipline-specific literacy practices.
9. Apply high level cognitive processes to think deeply and critically about text.
10. Develop a literacy identity that promotes lifelong learning.



Distribution of Literary and Informational Texts

The standards also contain a reading strand for both literature and informational texts. Informational texts are referenced in Composition Standards 5 and 6. Literature and informational texts are distinguished in two separate strands due to the structural differences that mark the text types as well as the distinct purposes and tasks students might engage in while reading each type. In K-5, the standards follow the National Assessment of Educational Progress (NAEP) Reading Framework (2022) for balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science and technical subjects. In 6-12, the standards are in accordance with NAEP's increased emphasis on informational texts.

As a result, in the higher grades, the distribution requires a significant amount of reading informational texts across all disciplines, including the English/language arts classroom. Thus, to ensure postsecondary readiness, students must engage with a wide variety of complex, grade-level texts, so they are equipped to read, comprehend and analyze texts as literate citizens.

Digital Literacy and Multimodal Composition

Digital media skills and understandings are embedded throughout the Interdisciplinary Literacy Practices and standards rather than addressed in a separate section. As technology's capacity to obtain and share information shifts over time, the *KAS for Reading and Writing* requires students and teachers to use digital reading and composition tools responsibly and effectively. The Practices focus on students recognizing digital media and multimodal compositions as text, and Practice 7 states that students must "[u]se digital resources to learn and share with others." The Composition strand continues to denote the impact of digital literacy on the process of composing, maintaining this distinction from the 2019 *KAS for Reading and Writing*. Student composition should not be limited to writing on paper or drafting in a word processing document; instead, students should use digital resources to create, publish, research and update individual or shared products and to take advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Standards Use and Development

The Kentucky Academic Standards (KAS) are Standards, not Curriculum

The *Kentucky Academic Standards for Reading and Writing* outline the minimum content standards Kentucky students should learn in each grade-level English/language arts course. The standards address what is to be learned but do not address how learning experiences are to be designed or what resources should be used.

A standard represents a goal or outcome of an educational program. The standards do not dictate the design of a lesson plan or how units should be organized. The standards establish what students should know and be able to do at the conclusion of a course. The instructional program should emphasize the development of students' abilities to acquire and apply the standards. The curriculum must ensure that appropriate accommodations are made for diverse populations of students found within Kentucky schools.

These standards are not a set of instructional or assessment tasks, but rather statements of what students should be able to do after instruction. Decisions on how best to help students meet these program goals are left to local school districts and teachers. Curriculum includes the vast array of instructional materials, readings, learning experiences and local mechanisms of assessment, including the full body of content knowledge to be covered, all of which are to be selected at the local level according to Kentucky law.

Translating the Standards into Curriculum

The KDE does not require specific curricula or strategies to be used to engage students in the Kentucky Academic Standards. Local schools and districts choose to meet the minimum required standards using a locally adopted curriculum according to KRS 160.345, which outlines the method by which the curriculum is to be determined. As educators implement academic standards, they, along with community members, must guarantee postsecondary readiness. To achieve this, Kentucky students need a curriculum designed and structured for a rigorous, relevant and personalized learning experience, including a wide variety of learning opportunities. The Kentucky *Model Curriculum Framework* is a resource to support districts and schools in the continuous process of developing and reviewing local curriculum.

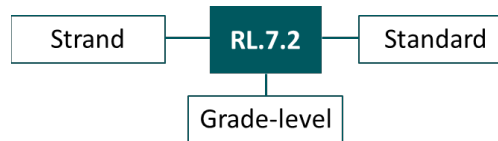
Organization of the Standards

The *Kentucky Academic Standards for Reading and Writing* consist of six strands that outline what a student should know and be able to do independently by the end of each grade in grades K-8 and each grade band for 9-10 and 11-12. The guiding principles represent broad statements about the expectations for students as they prepare for life after high school. In short, grade-level standards should prepare students to achieve the guiding principles.

Strands and Coding

The coding for the standards begins with an abbreviation of the strand followed by the grade-level and then standard number at the end.

Example



Strand	Abbreviation	Example	Meaning
Reading Literature	RL	RL.7.2	Reading Literature, Grade 7, Standard 2
Reading Informational Text	RI	RI.5.4	Reading Informational Text, Grade 5, Standard 4
Composition	C	C.9-10.1a	Composition, Grades 9-10, Standard 1, Substandard a
Language	L	L.11-12.5b	Language, Grades 11-12, Standard 5, Substandard b
Reading Foundational Skills	RF	RF.K.3c	Reading Foundational Skills, Kindergarten, Standard 3, Substandard c
Handwriting	HW	HW.K.1	Handwriting, Kindergarten, Standard 1



Additionally, the guiding principles are signified by the graduation cap as they are broad statements about the expectations for students as they prepare for life after high school.

Guiding Principles

Guiding Principles frame the Reading Literature, Reading Informational Text, Composition and Language standards. They represent broad statements about the expectations for students after high school. The number of guiding principles aligns with the number of standards for a given strand. The Reading strands have ten principles, which are the same for both Literature and Informational Text. In the Composition strand, there are seven guiding principles, and there are five guiding principles in the Language strand.

Standard Breakdown

Each standard can be viewed with the guiding principle, progression and multidimensionality.

Reading Literature, Grade 5, Standard 3



Guiding Principle for Reading Literature and Informational Text
Students will analyze how and why individuals, events; and ideas develop and interact over the course of a text.

Progression

RL.4.3	RL.5.3	RL.6.3
Describe in depth a character’s thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	Compare and contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	Describe how a particular story’s or drama’s plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.

Multidimensionality

Compare and contrast (analysis) CHARACTERS, SETTINGS OR EVENTS (content) in a story or drama, using specific details (comprehension) to analyze their interaction (analysis) over the course of the text (comprehension).

The guiding principle, or broader goal by graduation, is located at the top.

The progression places the main standard in the middle, the matching standard for the preceding grade to the left and grade after to the right.

The dimensionality of the main standard, the standard in the middle of the progression above, is provided.

Guiding Principles for Reading Literature and Informational Text

Key Ideas and Details	
1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
Craft and Structure	
4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
Integration of Knowledge and Ideas	
7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.
9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	
10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Guiding Principles for Composition

Text Types and Purposes	
1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution	
4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
Research to Build and Present Knowledge	
5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
Range of Writing	
7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Guiding Principles for Language

Conventions of General American English	
1	Students will demonstrate command of the conventions of General American English grammar and usage when writing and speaking.
2	Students will demonstrate command of the conventions of General American English capitalization, punctuation and spelling when writing.
Knowledge of Language	
3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	
4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be postsecondary ready.
5	Students will demonstrate understanding of word relationships and nuances in word meanings.

Kindergarten–Grade 5 Overview

Overview

The *Kentucky Academic Standards for Reading and Writing* defines what students should understand and be able to do by the end of each grade. The grade-specific standards are a cumulative progression from kindergarten through grade 12 that enables students to become postsecondary ready by the end of high school. The grade-level standards provide specificity and context for the appropriate application of the Guiding Principles. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings in preceding grades and work steadily toward meeting the broader expectations described by the Guiding Principles. These standards are not a set of instructional or assessment tasks, but rather statements of what students should be able to do after instruction.

The *KAS for Reading and Writing* should be approached holistically as different texts and tasks have different demands.⁴ “To extract and construct meaning, readers must gain access to multiple processes that are shaped by the interactions of the reader, text, task and context. Students should construct products by using appropriate language and cognitive processes.”⁵ Moreover, standards, comprehension strategies and background knowledge should be bundled and used flexibly to understand texts and respond to them appropriately.

Reading (RL and RI)

Reading comprehension is shaped by what the reader brings to the text, by the demands of the text, and by the purpose for reading.⁴ To meet expectations in kindergarten through grade 5, students must read widely and deeply from a broad range of high quality, increasingly challenging literary and informational print and non-print texts and text sets from diverse cultures, time periods and disciplines, including all content areas. By moving from less to more complex texts within the same content or topic, students will accumulate necessary background knowledge and vocabulary prior to encountering the most challenging, grade-appropriate texts and tasks. Students must develop the habit of reading closely, and teachers must provide them with guidance and direction using text-dependent questions and tasks that will lead to both explicit and inferential understanding of grade-level, complex texts.

Through intentional scaffolding in which responsibility is gradually released, students will learn “comprehension [skills and] strategies to help themselves enhance their understanding, overcome difficulties in comprehending text, and compensate for weak or imperfect knowledge related to the text.”⁶

Composition (C)

Within these standards, students may use a combination of print, non-print, digital and multimodal resources to compose a variety of opinion, informative/explanatory, narrative and research products in both short and extended time frames. With scaffolding and support, students develop and organize clear, coherent products that are appropriate to task, purpose and audience. Because text-based writing positively affects reading comprehension, reading and

⁴ Liben, M. & Pimentel, S. (2021). Placing text at the center of the standards-aligned ELA classroom. *Student Achievement Partners*. <https://achievethecore.org/content/upload/Text-at-the-Center-Report-V5.pdf>

⁵ Hennessy, N. (2021). *The reading comprehension blueprint: Helping students make meaning from text*. Paul H. Brooks Publishing Co.

⁶ Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>.

writing should be viewed as complementary learning rather than separate subjects.⁷ Emphasis should be placed on text-based and evidence-based writing experiences that are directly connected to what they are reading. Through the Interdisciplinary Literacy Practices, teachers help students employ the writing process for various purposes and audiences to become effective, independent communicators.

Language (L)

Within these standards, students must demonstrate command of General American English spelling, grammar, usage and mechanics as well as understand how language functions in various contexts. In kindergarten through grade 5, students progress toward independently determining or clarifying the meaning of grade appropriate words, come to appreciate nonliteral and shades of meaning and expand their vocabulary in the course of studying content. Using the Interdisciplinary Literacy Practices to grow and develop, students demonstrate competency of these standards in the context of authentic reading, writing, speaking and listening tasks.

Reading Foundational Skills (RF)

Within these standards, students must engage in explicit, systematic and sequential instruction in print concepts, phonological awareness, phonics and word recognition, and fluency. Mastery is evidenced by accurate and fluent decoding and encoding. This involves several major regions of the brain processing sounds and spelling patterns, phonemes and graphemes, in fractions of a second. As students progress from kindergarten through grade 5, they must orthographically map increasingly more advanced spelling patterns to sounds including morphemes and their meanings. Further, they must decode and encode them as if by sight. Mastery of these Reading Foundational Skills in kindergarten through grade 5 in tandem with Reading Literature, Reading Informational, Language and Handwriting standards is essential because proficient reading and writing requires well-developed skills in all strands.

Handwriting (HW)

Handwriting standards should be mastered within kindergarten through grade 3. “When basic writing skills become relatively effortless for students, they can focus less on...[them] and more on developing and communicating their ideas. However, younger writers must typically devote considerable attention to acquiring and polishing these skills before they become proficient.”⁸ In kindergarten and grade 1, students should print upper- and lowercase letters and numbers. In grades 2 and 3, students are introduced to cursive and progress to legibly forming cursive letters, words and sentences.

Despite advances in computer technology, research supports the argument that students still need instruction in handwriting for several reasons:⁹

- Learning to form letters by hand in the same format encountered when reading improves perception of letters and contributes to better reading and spelling.

⁷ Graham, S., & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading*. A Carnegie Time to Act Report. Washington, DC: Alliance for Excellent Education.

⁸ Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch.

⁹ Sedita, J. (2023). *The writing rope: A framework for explicit writing instruction in all subjects*. Paul H. Brooks Publishing Co.

- Fluent, automatic letter writing promotes better composing across all grades. Handwriting instruction in early grades produces significantly better writing quality and productivity.

Interdisciplinary Literacy Practices

The Interdisciplinary Literacy Practices are fundamental to fostering an environment that goes beyond teaching and learning isolated skills. This literacy-rich environment focuses on the larger vision and objective of empowering independent, lifelong learners who think deeply and critically about text. The Practices should not be confused as additional standards, but they should guide teachers in providing intentional opportunities for students to practice the behaviors of a literate citizen.



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Reading Foundational Skills

Print Concepts

RF.K.1

- Demonstrate understanding of the organization and basic features of print to aid in comprehension.
- a. Follow words from left to right, top to bottom and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters (graphemes).
 - c. Recognize that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

RF.K.2

- Demonstrate understanding of spoken words, syllables and sounds (phonemes).
- a. Recognize and orally produce rhyming words.
 - b. Count, pronounce, blend and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.3

- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds (phonemes) for each consonant.
 - b. Associate the long and short sounds (phonemes) with common spellings (graphemes) for the five major vowels.
 - c. Distinguish between similarly spelled words by analyzing the phoneme-grapheme correspondence.
 - d. Decode consonant-vowel-consonant (CVC) words.
 - e. Encode consonant-vowel-consonant (CVC) words.

Fluency

RF.K.4

- Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
- a. Read decodable text with purpose and understanding.
 - b. Read irregularly spelled high-frequency words with automaticity and accuracy.
 - c. Read common high-frequency words with automaticity.

Reading Standards for Literature

Key Ideas and Details	
RL.K.1	With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.
RL.K.2	With prompting and support, orally recognize key details from a literary text to demonstrate understanding of the lesson in the story.
RL.K.3	With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.
Craft and Structure	
RL.K.4	With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.K.5	With prompting and support, identify structures of common literary text (e.g., stories, poems and dramas).
RL.K.6	With prompting and support, identify the author and illustrator of a story and explain how each tells the story.
Integration of Knowledge and Ideas	
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.
RL.K.8	<i>Not applicable to literature</i>
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity	
RL.K.10	With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex literary text.

Reading Literature, Kindergarten, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

	RL.K.1	RL.1.1
	With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.

Multidimensionality

With prompting and support, *ask and answer explicit questions (comprehension)* about **KEY IDEAS AND DETAILS (content)** and **make logical inferences to construct meaning (analysis)** from the text.

Reading Literature, Kindergarten, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

	RL.K.2	RL.1.2
	With prompting and support, orally recognize key details from a literary text to demonstrate understanding of the lesson in the story.	With prompting and support, recognize key details from a literary text to demonstrate understanding of the author’s message, lesson learned and/or moral.

Multidimensionality

With prompting and support, orally *recognize key details from a literary text (comprehension)* to **demonstrate understanding of the (analysis) LESSON (content) in the story (analysis)**.

Reading Literature, Kindergarten, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

	RL.K.3	RL.1.3
	With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

Multidimensionality

With prompting and support, *identify (comprehension)* **CHARACTERS, SETTINGS and MAJOR EVENTS IN A STORY (content)** in order to **make meaning of the (analysis) story development (comprehension)**.

Reading Literature, Kindergarten, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

	RL.K.4	RL.1.4
	With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

Multidimensionality

With prompting and support, *identify words and phrases (comprehension)* in stories or poems that **SUGGEST FEELINGS OR APPEAL TO THE SENSES (content)**.

Reading Literature, Kindergarten, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

	RL.K.5	RL.1.5
	With prompting and support, identify structures of common literary text (e.g., stories, poems and dramas).	Identify differences between the structures of stories, poems and dramas.

Multidimensionality

With prompting and support, *identify* (comprehension) **STRUCTURES OF (content)** *common* (comprehension) **LITERARY TEXT (E.G., STORIES, POEMS AND DRAMAS) (content)**.

Reading Literature, Kindergarten, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

	RL.K.6	RL.1.6
	With prompting and support, identify the author and illustrator of a story and explain how each tells the story.	With prompting and support, identify who is telling the story at various points in a text.

Multidimensionality

With prompting and support, *identify* (comprehension) **THE AUTHOR AND ILLUSTRATOR OF A STORY (content)** and *explain how each tells the story* (comprehension).

Reading Literature, Kindergarten, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

	RL.K.7	RL.1.7
	With prompting and support, describe the relationship between illustrations and the story in which they appear.	Use a story’s illustrations and details to describe its characters, setting and events.

Multidimensionality

With prompting and support, *describe the* (comprehension) **relationship** (analysis) *between* (comprehension) **ILLUSTRATIONS AND THE STORY IN WHICH THEY APPEAR** (content).

Reading Literature, Kindergarten, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

	RL.K.8	RL.1.8
	<i>Not applicable to literature</i>	<i>Not applicable to literature</i>

Multidimensionality

Not applicable to literature

Reading Literature, Kindergarten, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

	RL.K.9	RL.1.9
	With prompting and support, compare and contrast the adventures and experiences of characters in stories.	Compare and contrast the adventures and experiences of characters in stories.

Multidimensionality

With prompting and support, **compare and contrast** (analysis) *the adventures and experiences* (comprehension) of **CHARACTERS** (content) in stories.

Reading Literature, Kindergarten, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

	RL.K.10	RL.1.10
	With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex literary text.	With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex literary text.

Multidimensionality

With prompting and support through *listening comprehension, routinely and flexibly develop and* (comprehension) **apply** (analysis) *background knowledge along with a variety of comprehension strategies* (comprehension) **to understand** (analysis) **GRADE-APPROPRIATE, COMPLEX LITERARY TEXT** (content).

Reading Standards for Informational Text

Key Ideas and Details	
RI.K.1	With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.
RI.K.2	With prompting and support, orally recognize key details from an informational text to demonstrate understanding of the central idea of a text.
RI.K.3	With prompting and support, identify the individuals, events, ideas or pieces of information presented over the course of a text.
Craft and Structure	
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	With prompting and support, identify 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	
RI.K.7	With prompting and support, describe the relationship between visuals and the text.
RI.K.8	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.
RI.K.9	With prompting and support, identify information from two or more texts on similar themes or topics.
Range of Reading and Level of Text Complexity	
RI.K.10	With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex informational text.

Reading Informational Text, Kindergarten, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

	RI.K.1	RI.1.1
	With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	With prompting and support, ask and answer explicit questions about key concepts and details and make and support logical inferences to construct meaning from the text.

Multidimensionality

With prompting and support, *ask and answer explicit questions (comprehension)* about **KEY CONCEPTS AND DETAILS (content)**, and **make logical inferences to construct meaning (analysis)** from the text.

Reading Informational Text, Kindergarten, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

	RI.K.2	RI.1.2
	With prompting and support, orally recognize key details from an informational text to demonstrate understanding of the central idea of a text.	With prompting and support, recognize key details from an informational text to demonstrate understanding of the central idea of a text.

Multidimensionality

With prompting and support, orally *recognize (comprehension)* **KEY DETAILS (content)** *from an informational text (comprehension)* to **demonstrate understanding of the (analysis)** **CENTRAL IDEA (content)** of a text.

Reading Informational Text, Kindergarten, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

	RI.K.3	RI.1.3
	With prompting and support, identify the individuals, events, ideas or pieces of information presented over the course of a text.	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.

Multidimensionality

With prompting and support, *identify (comprehension)* the **INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION (content)** *presented over the course of a text (comprehension)*.

Reading Informational Text, Kindergarten, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

	RI.K.4	RI.1.4
	With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.

Multidimensionality

With prompting and support, *ask and answer questions (comprehension)* about **UNKNOWN WORDS (content)** in a text.

Reading Informational Text, Kindergarten, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

	RI.K.5	RI.1.5
	Identify the front cover, back cover and title page of a book.	Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.

Multidimensionality

Identify the (comprehension) FRONT COVER, BACK COVER AND TITLE PAGE (content) of a book (comprehension).

Reading Informational Text, Kindergarten, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

	RI.K.6	RI.1.6
	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Multidimensionality

With prompting and support, *identify (comprehension) THE AUTHOR AND ILLUSTRATOR OF A TEXT (content) and define (comprehension) THE ROLE OF EACH (content) in presenting the ideas or information in a text (comprehension).*

Reading Informational Text, Kindergarten, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

	RI.K.7	RI.1.7
	With prompting and support, describe the relationship between visuals and the text.	Use the visuals and details in a text to describe its key ideas.

Multidimensionality

With prompting and support, *describe the* (comprehension) **relationship** (analysis) *between* (comprehension) **VISUALS AND THE TEXT** (content).

Reading Informational Text, Kindergarten, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

	RI.K.8	RI.1.8
	With prompting and support, identify the claim and the reasons an author gives to support the claim in a text.	Identify the claim and the reasons an author gives to support the claim in a text.

Multidimensionality

With prompting and support, *identify the* (comprehension) **CLAIM** (content) and the **REASONS** (content) *an author gives* (comprehension) **to support** (analysis) the **CLAIM** (content) in a text.

Reading Informational Text, Kindergarten, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

	RI.K.9	RI.1.9
	With prompting and support, identify information from two or more texts on similar themes or topics.	Identify information from two or more texts on similar themes or topics.

Multidimensionality

With prompting and support, *identify information* (comprehension) from **TWO OR MORE TEXTS ON SIMILAR THEMES OR TOPICS** (content).

Reading Informational Text, Kindergarten, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

	RI.K.10	RI.1.10
	With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex informational text.	With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex informational text.

Multidimensionality

With prompting and support through *listening comprehension, routinely and flexibly develop and* (comprehension) **apply** (analysis) *background knowledge along with a variety of comprehension strategies* (comprehension) **to understand** (analysis) **GRADE-APPROPRIATE, COMPLEX INFORMATIONAL TEXT** (content).

Handwriting

Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.

Handwriting	
HW.K.1	Print all upper- and lowercase letters and numerals.

Progression

	HW.K.1	HW.1.1
	Print all upper- and lowercase letters and numerals.	Legibly print all upper- and lowercase letters and numerals with correct form.

Composition

Text Types and Purpose

C.K.1	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. - With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. - Introduce the topic. - Provide reasons with details to support the opinion. - Use grade-appropriate transitions to connect sentences. - Provide a concluding idea. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
C.K.2	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. - With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. - Introduce the topic. - Supply information to develop the topic. - Use grade-appropriate conjunctions to develop text structure within sentences. - Use grade-appropriate transitions to combine sentences within a paragraph (or piece). - Provide a concluding idea. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
C.K.3	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. - Recount a single event. - Include details which describe actions, thoughts and/or emotions. - Create a sense of closure. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Production and Distribution

C.K.4

With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.

Research to Build and Present Knowledge

C.K.5

With guidance and support, participate in shared research and writing projects.

C.K.6

With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

Range of Writing

C.K.7

Begins in grade 3

Composition, Kindergarten, Standard 1



Guiding Principle for Composition

Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progression

	C.K.1	C.1.1
	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions to connect sentences. e. Provide a concluding idea. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Multidimensionality

Compose (analysis) **OPINION PIECES** (content), using a combination of drawing, dictating, writing and digital resources, *to state the topic* (comprehension) **and an opinion** (analysis).

- (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)
- a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed** (analysis).
 - b. *Introduce the topic* (comprehension).
 - c. **Provide reasons with details to support the opinion** (analysis).
 - d. *Use grade-appropriate* (comprehension) **TRANSITIONS** (content) *to connect sentences* (comprehension).
 - e. **Provide a concluding idea** (analysis).
 - f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** (analysis) *editing* (comprehension).

Composition, Kindergarten, Standard 2



Guiding Principle for Composition

Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Progression

	C.K.2	C.1.2
	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to combine sentences within a paragraph (or piece). f. Provide a concluding idea. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to connect sentences and paragraphs. e. Use grade-appropriate transition words and phrases to develop text structure in sentences and paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Multidimensionality

Compose (analysis) **INFORMATIVE AND/OR EXPLANATORY TEXTS** (content), using writing and digital resources, *to establish a topic and provide information about the topic* (comprehension).

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed** (analysis).

b. *Introduce the topic* (comprehension).

c. **Supply** (analysis) *information* (comprehension) **with detail to develop the topic** (analysis).

d. *Use grade-appropriate* (comprehension) **CONJUNCTIONS** (content) *to develop text structure within sentences* (comprehension).

e. *Use grade-appropriate* (comprehension) **TRANSITIONS** (content) *to combine sentences within a paragraph (or piece)* (comprehension).

f. **Provide a concluding idea** (analysis).

g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** (analysis) *editing* (comprehension).

Composition, Kindergarten, Standard 3



Guiding Principle for Composition

Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Progression

	C.K.3	C.1.3
	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event. c. Include details which describe actions, thoughts and/or emotions. d. Create a sense of closure. e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. c. Include details which describe actions, thoughts and/or emotions. d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Multidimensionality

Compose (analysis) **NARRATIVES** (content), using a combination of drawing, dictating, writing and digital resources, **to develop real or imagined** (analysis) *experiences or multiple events or ideas* (comprehension), **using effective technique, descriptive details and clear sequences** (analysis).

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

a. With guidance and support from adults, **produce writing in which the development and organization** (analysis) *are appropriate to task and purpose* (comprehension).

b. *Recount a single event* (comprehension).

c. *Include details which describe actions, thoughts and/or emotions* (comprehension).

d. **Create a sense of closure** (analysis).

e. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** (analysis) *editing* (comprehension).

Composition, Kindergarten, Standard 4



Guiding Principle for Composition

Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Progression

	C.K.4	C.1.4
	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.

Multidimensionality

With guidance and support from adults, *explore a* (comprehension) **VARIETY OF DIGITAL RESOURCES** (content) **to create and publish products, including in collaboration with peers** (analysis).

Composition, Kindergarten, Standard 5



Guiding Principle for Composition

Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Progression

	C.K.5	C.1.5
	With guidance and support, participate in shared research and writing projects.	With guidance and support, participate in shared research and writing projects.

Multidimensionality

With guidance and support, **participate in shared** (analysis) **RESEARCH** (content) **and writing projects** (analysis).

Composition, Kindergarten, Standard 6



Guiding Principle for Composition

Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Progression

	C.K.6	C.1.6
	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

Multidimensionality

With guidance and support, *collect information from real-world experiences or provided sources* (comprehension) **to answer or generate questions** (analysis).

Composition, Kindergarten, Standard 7



Guiding Principle for Composition

Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Progression

	C.K.7	C.1.7
	<i>Begins in grade 3</i>	<i>Begins in grade 3</i>

Multidimensionality

Begins in grade 3

Language

Conventions of General American English	
L.K.1	When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. d. sentences using common prepositions. e. complete sentences.
L.K.2	When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a grapheme for most consonant and short-vowel phonemes. d. Spell consonant-vowel-consonant (CVC) words, and attempt to spell simple words drawing on knowledge of phoneme-grapheme correspondences.
Knowledge of Language	
L.K.3	<i>Begins in grade 2</i>
Vocabulary Acquisition and Use	
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify homophones. b. Identify common affixes and how they change the meaning of a word. c. Use words and phrases acquired through conversations, reading and being read to and responding to texts.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate an understanding of verbs and adjectives and their antonyms. c. Demonstrate an understanding of verbs and adjectives and their synonyms.

Language, Kindergarten, Standard 1



Guiding Principle for Language

Students will demonstrate command of the conventions of General American English grammar and usage when writing and speaking.

Progression

	L.K.1	L.1.1
	When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. d. sentences using common prepositions. e. complete sentences.	When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.

Multidimensionality

When writing or speaking (analysis), *demonstrate appropriate use* (comprehension) of:

- a. COMMON NOUNS AND VERBS (content).
- b. REGULAR PLURAL NOUNS BY ADDING /S/ OR /ES/ (content).
- c. INTERROGATIVE SENTENCES USING WHO, WHAT, WHERE, WHEN, WHY AND HOW (content).
- d. SENTENCES USING COMMON PREPOSITIONS (content).
- a. COMPLETE SENTENCES (content).

Language, Kindergarten, Standard 2



Guiding Principle for Language

Students will demonstrate command of the conventions of General American English capitalization, punctuation and spelling when writing.

Progression

	L.K.2	L.1.2
	When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a grapheme for most consonant and short-vowel phonemes. d. Spell consonant-vowel-consonant (CVC) words, and attempt to spell simple words drawing on knowledge of phoneme-grapheme correspondences.	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns (graphemes) and for frequently occurring irregular words. e. With adult support, spell untaught words phonetically, using phonemic awareness and syllabication.

Multidimensionality

When writing (analysis):

- a. Capitalize (comprehension) THE FIRST WORD IN A SENTENCE AND THE PRONOUN I (content).
- b. Recognize and name (comprehension) END PUNCTUATION (content).
- c. Write a (comprehension) GRAPHEME FOR MOST CONSONANT AND SHORT-VOWEL PHONEMES (content).
- d. Spell (comprehension) CONSONANT-VOWEL-CONSONANT (CVC) (content) words, and attempt to spell simple words drawing on knowledge of (comprehension) PHONEME-GRAPHEME CORRESPONDENCES (content).

Language, Kindergarten, Standard 3



Guiding Principle for Language

Students will 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.

Progression

	L.K.3	L.1.3
	<i>Begins in grade 2</i>	<i>Begins in grade 2</i>

Multidimensionality

Begins in grade 2

Language, Kindergarten, Standard 4

Guiding Principle for Language

 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be postsecondary ready.

Progression

	L.K.4	L.1.4
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify homophones. b. Identify common affixes and how they change the meaning of a word. c. Use words and phrases acquired through conversations, reading and being read to and responding to texts.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Identify common affixes and how they change the meaning of a word. c. With guidance and support, identify frequently occurring root words and their inflectional forms. d. Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Multidimensionality

Determine or clarify the meaning of unknown and multiple-meaning words and phrases (comprehension) based on kindergarten reading and content.

- a. *Identify (comprehension)* **HOMOPHONES (content)**.
- b. *Identify (comprehension)* **COMMON AFFIXES (content)** and *how they change the meaning of a word (comprehension)*.
- c. **Use words and phrases acquired through conversations, reading and being read to and responding to texts (analysis)**.

Language, Kindergarten, Standard 5



Guiding Principle for Language

Students will demonstrate understanding of word relationships and nuances in word meanings.

Progression

	L.K.5	L.1.5
	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate an understanding of verbs and adjectives and their antonyms. c. Demonstrate an understanding of verbs and adjectives and their synonyms.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).

Multidimensionality

With guidance and support from adults, **explore word relationships and nuances in word meanings** (analysis).

- a. **Sort common objects into categories** (analysis) (e.g., shapes, foods) **to gain a sense of the concepts the categories represent** (analysis).
- b. **Demonstrate an understanding of** (analysis) **VERBS AND ADJECTIVES** (content) **and their** (analysis) **ANTONYMS** (content).
- c. **Demonstrate an understanding of** (analysis) **VERBS AND ADJECTIVES** (content) **and their** (analysis) **SYNONYMS** (content).

Grade 1

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Reading Foundational Skills

Print Concepts

RF.1.1

- Demonstrate understanding of the organization and basic features of print to aid in comprehension.
- a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing and ending punctuation.

Phonological Awareness

RF.1.2

- Demonstrate understanding of spoken words, syllables and sounds (phonemes).
- a. Distinguish long from short vowel sounds (phonemes) in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).

Phonics and Word Recognition

RF.1.3

- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- a. Know the phoneme-grapheme correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final –e and common vowel team conventions for representing long vowel sounds (phonemes).
 - d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. With adult support, decode two-syllable words by breaking the words into syllables.
 - f. With adult support, encode two-syllable words by breaking the words into syllables.
 - g. Read words with inflectional endings.

Fluency

RF.1.4

- Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
- a. Read a variety of grade-level texts (including but not limited to decodables) with purpose and understanding.
 - b. Orally read grade-level text fluently on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - d. Read irregularly spelled high-frequency words with automaticity and accuracy.

Reading Standards for Literature

Key Ideas and Details

RL.1.1	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.
RL.1.2	With prompting and support, recognize key details from a literary text to demonstrate understanding of the author’s message, lesson learned and/or moral.
RL.1.3	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

Craft and Structure

RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.
RL.1.5	Identify differences between the structures of stories, poems and dramas.
RL.1.6	With prompting and support, identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

RL.1.7	Use a story’s illustrations and details to describe its characters, setting and events.
RL.1.8	<i>Not applicable to literature</i>
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

RL.1.10	With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex literary text.
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Reading Literature, Grade 1, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RL.K.1	RL.1.1	RL.2.1
With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.	Ask and answer such questions as who, what, where, when, why and how and make and support logical inferences to construct meaning from the text.

Multidimensionality

With prompting and support, *ask and answer explicit questions about (comprehension)* **KEY IDEAS AND DETAILS (content)** and **make and support logical inferences to construct meaning (analysis)** from the text.

Reading Literature, Grade 1, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RL.K.2	RL.1.2	RL.2.2
With prompting and support, orally recognize key details from a literary text to demonstrate understanding of the lesson in the story.	With prompting and support, recognize key details from a literary text to demonstrate understanding of the author’s message, lesson learned and/or moral.	Identify implicit and explicit information from a literary text to determine the author’s message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.

Multidimensionality

With prompting and support, *recognize key details from a literary text (comprehension)* **to demonstrate understanding of the (analysis)** **AUTHOR’S MESSAGE, LESSON LEARNED AND/OR MORAL (content)**.

Reading Literature, Grade 1, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RL.K.3	RL.1.3	RL.2.3
With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.

Multidimensionality

Describe (comprehension) CHARACTERS, SETTINGS and MAJOR EVENTS IN A STORY (content), using key details (comprehension) in order to make meaning of the (analysis) story development (comprehension).

Reading Literature, Grade 1, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RL.K.4	RL.1.4	RL.2.4
With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.

Multidimensionality

Identify words and phrases (comprehension) in stories or poems that SUGGEST FEELINGS OR APPEAL TO THE SENSES (content) in order to construct meaning (analysis).

Reading Literature, Grade 1, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RL.K.5	RL.1.5	RL.2.5
With prompting and support, identify structures of common literary text (e.g., stories, poems and dramas).	Identify differences between the structures of stories, poems and dramas.	Describe how parts of the text contribute to the overall structure of stories, poems and dramas (e.g., beginning, middle and end of stories; lines and stanzas in poems; and acts/scenes in dramas).

Multidimensionality

Identify differences between (comprehension) the **STRUCTURES OF STORIES, POEMS AND DRAMAS** (content).

Reading Literature, Grade 1, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RL.K.6	RL.1.6	RL.2.6
With prompting and support, identify the author and illustrator of a story and explain how each tells the story.	With prompting and support, identify who is telling the story at various points in a text.	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.

Multidimensionality

With prompting and support, *identify* (comprehension) **WHO IS TELLING THE STORY** (content) *at various points in a text* (comprehension).

Reading Literature, Grade 1, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RL.K.7	RL.1.7	RL.2.7
With prompting and support, describe the relationship between illustrations and the story in which they appear.	Use a story’s illustrations and details to describe its characters, setting and events.	Use a story’s illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.

Multidimensionality

Use a story’s illustrations and details to describe its (comprehension) **CHARACTERS, SETTING AND EVENTS (content).**

Reading Literature, Grade 1, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RL.K.8	RL.1.8	RL.2.8
Not applicable to literature	Not applicable to literature	Not applicable to literature

Multidimensionality

Not applicable to literature.

Reading Literature, Grade 1, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RL.K.9	RL.1.9	RL.2.9
With prompting and support, compare and contrast the adventures and experiences of characters in stories.	Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast two or more versions of the same story by different authors or from different cultures.

Multidimensionality

Compare and contrast (analysis) *the adventures and experiences* (comprehension) of **CHARACTERS** (content) in stories.

Reading Literature, Grade 1, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RL.K.10	RL.1.10	RL.2.10
With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex literary text.	With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex literary text.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Multidimensionality

With prompting and support through *listening comprehension, routinely and flexibly develop and* (comprehension) **apply** (analysis) *background knowledge along with a variety of comprehension strategies* (comprehension) **to understand** (analysis) **GRADE-APPROPRIATE, COMPLEX LITERARY TEXT** (content).

Reading Standards for Informational Text

Key Ideas and Details	
RI.1.1	With prompting and support, ask and answer explicit questions about key concepts and details and make and support logical inferences to construct meaning from the text.
RI.1.2	With prompting and support, recognize key details from an informational text to demonstrate understanding of the central idea of a text.
RI.1.3	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.
Craft and Structure	
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.
RI.1.5	Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	
RI.1.7	Use the visuals and details in a text to describe its key ideas.
RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.
RI.1.9	Identify information from two or more texts on similar themes or topics.
Range of Reading and Level of Text Complexity	
RI.1.10	With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex informational text.

Reading Informational Text, Grade 1, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RI.K.1	RI.1.1	RI.2.1
With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	With prompting and support, ask and answer explicit questions about key concepts and details and make and support logical inferences to construct meaning from the text.	Ask and answer such questions as who, what, where, when, why and how and make and support logical inferences to construct meaning from the text.

Multidimensionality

With prompting and support, *ask and answer explicit questions (comprehension)* about **KEY CONCEPTS AND DETAILS (content)** and **make and support logical inferences to construct meaning (analysis)** from the text.

Reading Informational Text, Grade 1, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RI.K.2	RI.1.2	RI.2.2
With prompting and support, orally recognize key details from an informational text to demonstrate understanding of the central idea of a text.	With prompting and support, recognize key details from an informational text to demonstrate understanding of the central idea of a text.	Identify implicit and explicit information from an informational text to determine the central idea of a text.

Multidimensionality

With prompting and support, *recognize (comprehension)* **KEY DETAILS (content)** *from an informational text (comprehension)* to **demonstrate understanding of the (analysis)** **CENTRAL IDEA (content)** of a text.

Reading Informational Text, Grade 1, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RI.K.3	RI.1.3	RI.2.3
With prompting and support, identify the individuals, events, ideas or pieces of information presented over the course of a text.	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.

Multidimensionality

With prompting and support, *identify (comprehension)* **the connection between (analysis)** **INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION (content)** *over the course of a text (comprehension)*.

Reading Informational Text, Grade 1, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RI.K.4	RI.1.4	RI.2.4
With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.

Multidimensionality

Ask and answer questions to help determine or (comprehension) **clarify the meaning (analysis)** *of words and phrases (comprehension)* in a **GRADE-LEVEL TEXT (content)**.

Reading Informational Text, Grade 1, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RI.K.5	RI.1.5	RI.2.5
Identify the front cover, back cover and title page of a book.	Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.	Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

Multidimensionality

Know and use various (comprehension) TEXT FEATURES (content), including but not limited to HEADINGS, TABLES OF CONTENTS, GLOSSARIES, CAPTIONS, BOLD PRINT, SUBHEADINGS, INDEXES, ELECTRONIC MENUS AND ICONS (content) to locate key facts or information (comprehension) in a text.

Reading Informational Text, Grade 1, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RI.K.6	RI.1.6	RI.2.6
With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Identify the main purpose of a text, including what the author wants to answer, explain or describe and how that purpose shapes the content of the text.

Multidimensionality

Distinguish between (comprehension) INFORMATION PROVIDED BY PICTURES (content) or other illustrations and (comprehension) INFORMATION PROVIDED BY THE WORDS (content) in a text (comprehension).

Reading Informational Text, Grade 1, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RI.K.7	RI.1.7	RI.2.7
With prompting and support, describe the relationship between visuals and the text.	Use the visuals and details in a text to describe its key ideas.	Identify information gained from visuals and words in the text and explain how that information contributes to understanding of the text.

Multidimensionality

Use the visuals and details in a text to describe its (comprehension) KEY IDEAS (content).

Reading Informational Text, Grade 1, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RI.K.8	RI.1.8	RI.2.8
With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	Identify the claim and the reasons an author gives to support the claim in a text.	Describe how reasons support specific claims the author makes in a text.

Multidimensionality

Identify the (comprehension) CLAIM (content) and the (comprehension) REASONS (content) an author gives (comprehension) to support the (analysis) CLAIM (content) in a text.

Reading Informational Text, Grade 1, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RI.K.9	RI.1.9	RI.2.9
With prompting and support, identify information from two or more texts on similar themes or topics.	Identify information from two or more texts on similar themes or topics.	Describe the relationship between information from two or more texts on the same theme or topic.

Multidimensionality

Identify information (comprehension) from TWO OR MORE TEXTS ON SIMILAR THEMES OR TOPICS (content).

Reading Informational Text, Grade 1, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RI.K.10	RI.1.10	RI.2.10
With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex informational text.	With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex informational text.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Multidimensionality

With prompting and support through listening comprehension, routinely and flexibly develop and (comprehension) apply (analysis) background knowledge along with a variety of comprehension strategies (comprehension) to understand (analysis) GRADE-APPROPRIATE, COMPLEX INFORMATIONAL TEXT (content).

Handwriting

Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.

Handwriting	
HW.1.1	Legibly print all upper- and lowercase letters and numerals with correct form.

Progression

HW.K.1	HW.1.1	HW.2.1
Print all upper- and lowercase letters and numerals.	Legibly print all upper- and lowercase letters and numerals with correct form.	Introduce formation of all upper- and lowercase cursive letters.

Composition

Text Types and Purpose

C.1.1	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. - With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. - Introduce the topic. - Provide reasons with details to support the opinion. - Use grade-appropriate transitions. - Provide a concluding section. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
C.1.2	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. - With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. - Introduce the topic. - Supply information with detail to develop the topic. - Use grade-appropriate conjunctions to connect sentences and paragraphs. - Use grade-appropriate transition words and phrases to develop text structure in sentences and paragraphs. - Provide a concluding section. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
C.1.3	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. - Recount a single event or multiple events, memories or ideas. - Include details which describe actions, thoughts and/or emotions. - Use temporal words and phrases to signal event order. - Create a sense of closure. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Production and Distribution

C.1.4

With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.

Research to Build and Present Knowledge

C.1.5

With guidance and support, participate in shared research and writing projects.

C.1.6

With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

Range of Writing

C.1.7

Begins in grade 3

Composition, Grade 1, Standard 1



Guiding Principle for Composition

Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progression

C.K.1	C.1.1	C.2.1
Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions to connect sentences. e. Provide a concluding idea. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions to connect sentences and paragraphs. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Multidimensionality

Compose (analysis) **OPINION PIECES** (content), using a combination of drawing, dictating, writing and digital resources, *to state the topic* (comprehension) **and an opinion** (analysis).

- (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)
- a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed** (analysis).

b. *Introduce the topic* (comprehension).

c. **Provide reasons with details to support the opinion** (analysis).

d. *Use grade-appropriate* (comprehension) **TRANSITIONS** (content).

e. **Provide a concluding idea** (analysis).

f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** (analysis) *editing* (comprehension).

Composition, Grade 1, Standard 2



Guiding Principle for Composition

Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Progression

C.K.2	C.1.2	C.2.2
Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to combine sentences within a paragraph (or piece). f. Provide a concluding idea. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to connect sentences and paragraphs. e. Use grade-appropriate transition words and phrases to develop text structure in sentences and paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure in sentences and paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Multidimensionality

Compose (analysis) **INFORMATIVE AND/OR EXPLANATORY TEXTS** (content), using a combination of drawing, dictating, writing and digital resources, *to establish a topic and provide information about the topic* (comprehension).

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

- a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed** (analysis).
- b. *Introduce the topic* (comprehension).
- c. **Supply** (analysis) *information* (comprehension) **with detail to develop the topic** (analysis).
- d. *Use grade-appropriate* (comprehension) **CONJUNCTIONS** (content) *to connect sentences and paragraphs* (comprehension).
- e. *Use grade-appropriate* (comprehension) **TRANSITION WORDS AND PHRASES** (content) *to develop text structure in sentences and paragraphs* (comprehension).
- f. **Provide a concluding section** (analysis).
- g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** (analysis) *editing* (comprehension).

Composition, Grade 1, Standard 3



Guiding Principle for Composition

Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Progression

C.K.3	C.1.3	C.2.3
Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. - Recount a single event. - Include details which describe actions, thoughts and/or emotions. - Create a sense of closure. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. - Recount a single event or multiple events, memories or ideas. - Include details which describe actions, thoughts and/or emotions. - Use temporal words and phrases to signal event order. - Create a sense of closure. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. - Recount a single event or multiple events, memories or ideas. - Include details which describe actions, thoughts and/or emotions. - Use temporal words and phrases to signal event order. - Create a sense of closure. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Multidimensionality

Compose (analysis) **NARRATIVES** (content), using a combination of drawing, dictating, writing and digital resources, **to develop real or imagined** (analysis) *experiences or multiple events or ideas* (comprehension) **using effective technique, descriptive details and clear sequences** (analysis).

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

- With guidance and support from adults, **produce writing in which the development and organization** (analysis) *are appropriate to task and purpose* (comprehension).
- Recount a single event or multiple events, memories or ideas* (comprehension).
- Include details which describe actions, thoughts and/or emotions* (comprehension).
- Use temporal words and phrases to signal event order* (comprehension).
- Create a sense of closure** (analysis).
- With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** (analysis) *editing* (comprehension).

Composition, Grade 1, Standard 4



Guiding Principle for Composition

Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Progression

C.K.4	C.1.4	C.2.4
With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.

Multidimensionality

With guidance and support from adults, *use a (comprehension)* **VARIETY OF DIGITAL RESOURCES (content)** **to create and publish products, including in collaboration with peers (analysis).**

Composition, Grade 1, Standard 5



Guiding Principle for Composition

Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Progression

C.K.5	C.1.5	C.2.5
With guidance and support, participate in shared research and writing projects.	With guidance and support, participate in shared research and writing projects.	Conduct shared research and writing projects that build knowledge about a topic.

Multidimensionality

With guidance and support, **participate in shared (analysis)** **RESEARCH (content)** **and writing projects (analysis).**

Composition, Grade 1, Standard 6



Guiding Principle for Composition

Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Progression

C.K.6	C.1.6	C.2.6
With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	Collect information from real-world experiences or provided sources to answer or generate questions.

Multidimensionality

With guidance and support, *collect information from real-world experiences or provided sources* (comprehension) **to answer or generate questions** (analysis).

Composition, Grade 1, Standard 7



Guiding Principle for Composition

Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Progression

C.K.7	C.1.7	C.2.7
<i>Begins in grade 3</i>	<i>Begins in grade 3</i>	<i>Begins in grade 3</i>

Multidimensionality

Begins in grade 3

Language

Conventions of General American English	
L.1.1	When writing or speaking, demonstrate appropriate use of: - common, proper and possessive nouns in a sentence. - singular and plural nouns with matching verbs in basic sentences. - personal, possessive and indefinite pronouns in a sentence. - verbs to convey a sense of past, present and future in a sentence. - frequently occurring adjectives in a sentence. - frequently occurring conjunctions in a sentence. - frequently occurring prepositions in a sentence. - declarative, interrogative, imperative and exclamatory sentences in response to prompts.
L.1.2	When writing: - Capitalize proper nouns, including but not limited to dates and names of people. - Demonstrate appropriate use of end punctuation. - With prompting and support, produce and write commas in dates and to separate single words in a series. - Use conventional spelling for words with common spelling patterns (graphemes) and for frequently occurring irregular words. - With adult support, spell untaught words phonetically, using phonemic awareness and syllabication.
Knowledge of Language	
L.1.3	<i>Begins in grade 2</i>
Vocabulary Acquisition and Use	
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. - Use sentence-level context as a clue to the meaning of a word or phrase. - Identify common affixes and how they change the meaning of a word. - With guidance and support, identify frequently occurring root words and their inflectional forms. - Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Vocabulary Acquisition and Use

L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Demonstrate understanding of words by relating them to their synonyms and antonyms.
- d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).

Language, Grade 1, Standard 1

 Guiding Principle for Language

Students will demonstrate command of the conventions of General American English grammar and usage when writing and speaking.

Progression

L.K.1	L.1.1	L.2.1
When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. d. sentences using common prepositions. e. complete sentences.	When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.	In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding and rearranging complete simple and compound sentences.

Multidimensionality

When writing or speaking (analysis), *demonstrate appropriate use (comprehension)* of:

- a.

COMMON, PROPER AND POSSESSIVE NOUNS (content) in a sentence.
- b.

SINGULAR AND PLURAL NOUNS WITH MATCHING VERBS (content) in basic sentences.
- c.

PERSONAL, POSSESSIVE AND INDEFINITE PRONOUNS (content) in a sentence.
- d.

VERBS TO CONVEY A SENSE OF PAST, PRESENT AND FUTURE (content) in a sentence.
- e.

FREQUENTLY OCCURRING ADJECTIVES (content) in a sentence.
- f.

FREQUENTLY OCCURRING CONJUNCTIONS (content) in a sentence.
- g.

FREQUENTLY OCCURRING PREPOSITIONS (content) in a sentence.
- h.

DECLARATIVE, INTERROGATIVE, IMPERATIVE AND EXCLAMATORY SENTENCES (content) in response to prompts.

Language, Grade 1, Standard 2

 Guiding Principle for Language

Students will demonstrate command of the conventions of General American English capitalization, punctuation and spelling when writing.

Progression

L.K.2	L.1.2	L.2.2
When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a grapheme for most consonant and short-vowel phonemes. d. Spell consonant-vowel-consonant (CVC) words, and attempt to spell simple words drawing on knowledge of phoneme-grapheme correspondences.	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns (graphemes) and for frequently occurring irregular words. e. With adult support, spell untaught words phonetically, using phonemic awareness and syllabication.	When writing: a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns (graphemes). e. Use reference materials to self-check and correct spelling.

Multidimensionality

When writing (analysis):

- a. *Capitalize* (comprehension) **PROPER NOUNS** (content), including but not limited to **DATES AND NAMES OF PEOPLE** (content).
- b. *Demonstrate appropriate use of* (comprehension) **END PUNCTUATION** (content).
- c. With prompting and support, *produce and write* (comprehension) **COMMAS IN DATES AND TO SEPARATE SINGLE WORDS IN A SERIES** (content).
- d. *Use conventional spelling for words with* (comprehension) **COMMON SPELLING PATTERNS (GRAPHEMES)** (content) and *for* (comprehension) **FREQUENTLY OCCURRING IRREGULAR WORDS** (content).
- e. With adult support, *spell untaught words phonetically, using* (comprehension) **PHONEMIC AWARENESS AND SYLLABICATION** (content).

Language, Grade 1, Standard 3



Guiding Principle for Language

Students will 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.

Progression

L.K.3	L.1.3	L.2.3
<i>Begins in grade 2</i>	<i>Begins in grade 2</i>	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare academic and non-academic uses of English.

Multidimensionality

Begins in grade 2

Language, Grade 1, Standard 4

Guiding Principle for Language

 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be postsecondary ready.

Progression

L.K.4	L.1.4	L.2.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify homophones. b. Identify common affixes and how they change the meaning of a word. c. Use words and phrases acquired through conversations, reading and being read to and responding to texts.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Identify common affixes and how they change the meaning of a word. c. With guidance and support, identify frequently occurring root words and their inflectional forms. d. Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. f. Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using adjectives and adverbs to describe.

Multidimensionality

Determine or clarify the meaning of unknown and multiple-meaning words and phrases (comprehension) based on grade 1 reading and content, choosing flexibly from an array of strategies (analysis).

a. Use (analysis) SENTENCE-LEVEL CONTEXT (content) as a clue to the meaning of a word or phrase (analysis).

b. Identify (comprehension) COMMON AFFIXES (content) and how they change the meaning of a word (comprehension).

c. With guidance and support, identify frequently occurring (comprehension) ROOT WORDS (content) and their inflectional forms (comprehension).

d. Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using frequently occurring (analysis) CONJUNCTIONS (content) to signal simple relationships (analysis).

Language, Grade 1, Standard 5



Guiding Principle for Language

Students will demonstrate understanding of word relationships and nuances in word meanings.

Progression

L.K.5	L.1.5	L.2.5
With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate an understanding of verbs and adjectives and their antonyms. c. Demonstrate an understanding of verbs and adjectives and their synonyms.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).	Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).

Multidimensionality

- With guidance and support from adults, **demonstrate understanding of word relationships and nuances in word meanings** (analysis).
- a. **Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent** (analysis).
 - b. **Define words by category and by one or more key attributes** (analysis) (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - c. **Demonstrate understanding of words by relating them to their** (analysis) **SYNONYMS and ANTONYMS** (content).
 - d. **Define or act out (comprehension) the shades of meaning among verbs** (analysis) (e.g., look, peek, glance) **and adjectives differing in intensity** (analysis) (e.g., large, gigantic).

Grade 2

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Reading Foundational Skills

Print Concepts

RF.2.1 *No Print Concepts Standard for grade 2.*

Phonological Awareness

RF.2.2 *No Phonological Awareness Standard for grade 2.*

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know phoneme-grapheme correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Encode regularly spelled two-syllable words with long vowels.
- e. Identify, decode, encode and know the meaning of words with the most common prefixes and derivational suffixes.
- f. Identify words with inconsistent but common phoneme-grapheme correspondences.

Fluency

RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

- a. Read a variety of grade-level texts (including but not limited to decodables) with purpose and understanding.
- b. Orally read grade-level text fluently on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- d. Read irregularly spelled high-frequency words with automaticity and accuracy.

Reading Standards for Literature

Key Ideas and Details	
RL.2.1	Ask and answer such questions as who, what, where, when, why and how and make and support logical inferences to construct meaning from the text.
RL.2.2	Identify implicit and explicit information from a literary text to determine the author’s message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.
RL.2.3	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.
Craft and Structure	
RL.2.4	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.
RL.2.5	Describe how parts of the text contribute to the overall structure of stories, poems and dramas (e.g., beginning, middle and end of stories; lines and stanzas in poems; and acts/scenes in dramas).
RL.2.6	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.
Integration of Knowledge and Ideas	
RL.2.7	Use a story’s illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.
RL.2.8	<i>Not applicable to literature</i>
RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.
Range of Reading and Level of Text Complexity	
RL.2.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Reading Literature, Grade 2, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RL.1.1	RL.2.1	RL.3.1
With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.	Ask and answer such questions as who, what, where, when, why and how and make and support logical inferences to construct meaning from the text.	Ask and answer questions and make and support logical inferences to construct meaning from the text.

Multidimensionality

Ask and answer such (comprehension) **QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW** (content) and **make and support logical inferences to construct meaning** (analysis) from the text.

Reading Literature, Grade 2, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RL.1.2	RL.2.2	RL.3.2
With prompting and support, recognize key details from a literary text to demonstrate understanding of the author’s message, lesson learned and/or moral.	Identify implicit and explicit information from a literary text to determine the author’s message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	Identify implicit and cite explicit information from a literary text to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.

Multidimensionality

Identify implicit (analysis) and *explicit information from a literary text* (comprehension) **to determine the** (analysis) **AUTHOR’S MESSAGE, LESSON LEARNED AND/OR MORAL** (content), including but not limited to **FABLES AND FOLKTALES FROM DIVERSE CULTURES** (content).

Reading Literature, Grade 2, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RL.1.3	RL.2.3	RL.3.3
Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings and how they affect the plot.

Multidimensionality

Describe how (comprehension) **CHARACTERS** (content) in a story *respond* (comprehension) to **MAJOR EVENTS AND CHALLENGES** (content) **in order to make meaning of the** (analysis) *story development* (comprehension).

Reading Literature, Grade 2, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RL.1.4	RL.2.4	RL.3.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.

Multidimensionality

Describe how words and phrases (comprehension), including but not limited to **REGULAR BEATS, ALLITERATION, RHYMES and/or REPEATED LINES** (content), *supply rhythm and* (comprehension) **shape meaning** (analysis) in a story, poem or song.

Reading Literature, Grade 2, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RL.1.5	RL.2.5	RL.3.5
Identify differences between the structures of stories, poems and dramas.	Describe how parts of the text contribute to the overall structure of stories, poems and dramas (e.g., beginning, middle and end of stories; lines and stanzas in poems; and acts/scenes in dramas).	Describe the structure and provide evidence of how the parts of the text contribute to the whole in a story, poem or drama (e.g., how a chapter, stanza or act/scene might build on another part of the text).

Multidimensionality

Describe (comprehension) how parts of the text contribute to (analysis) the overall (comprehension) STRUCTURES OF STORIES, POEMS AND DRAMAS (E.G., BEGINNING, MIDDLE AND END OF STORIES; LINES AND STANZAS IN POEMS; AND ACTS/SCENES IN DRAMAS) (content).

Reading Literature, Grade 2, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RL.1.6	RL.2.6	RL.3.6
With prompting and support, identify who is telling the story at various points in a text.	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.

Multidimensionality

With prompting and support, *acknowledge differences in the (comprehension) PERSPECTIVES OF CHARACTERS (content), including by speaking in a different voice for each character when reading dialogue aloud (comprehension), and how those (analysis) PERSPECTIVES (content) shape the content of the text (analysis).*

Reading Literature, Grade 2, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RL.1.7	RL.2.7	RL.3.7
Use a story’s illustrations and details to describe its characters, setting and events.	Use a story’s illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.	Explain how the specific aspects of a text’s illustrations contribute to an effect, including but not limited to creating mood, character and setting.

Multidimensionality

Use a story’s illustrations and words in (comprehension) PRINT/NON-PRINT TEXTS (content) to demonstrate understanding of (analysis) CHARACTERS, SETTING AND PLOT (content).

Reading Literature, Grade 2, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RL.1.8	RL.2.8	RL.3.8
Not applicable to literature	Not applicable to literature	Not applicable to literature

Multidimensionality

Not applicable to literature

Reading Literature, Grade 2, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RL.1.9	RL.2.9	RL.3.9
Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast two or more versions of the same story by different authors or from different cultures.	Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters.

Multidimensionality

Compare and contrast (analysis) TWO OR MORE VERSIONS (content) of the same story (comprehension) by DIFFERENT AUTHORS OR FROM DIFFERENT CULTURES (content).

Reading Literature, Grade 2, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RL.1.10	RL.2.10	RL.3.10
With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex literary text.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) apply (analysis) background knowledge along with a variety of comprehension strategies (comprehension) to understand and analyze (analysis) GRADE-APPROPRIATE, COMPLEX LITERARY TEXT (content) independently (analysis).

Reading Standards for Informational Text

Key Ideas and Details	
RI.2.1	Ask and answer such questions as who, what, where, when, why and how and make and support logical inferences to construct meaning from the text.
RI.2.2	Identify implicit and explicit information from an informational text to determine the central idea of a text.
RI.2.3	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.
Craft and Structure	
RI.2.4	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.
RI.2.5	Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.
Integration of Knowledge and Ideas	
RI.2.7	Identify information gained from visuals and words in the text and explain how that information contributes to understanding of the text.
RI.2.8	Describe how reasons support specific claims the author makes in a text.
RI.2.9	Describe the relationship between information from two or more texts on the same theme or topic.
Range of Reading and Level of Text Complexity	
RI.2.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Reading Informational Text, Grade 2, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RI.1.1	RI.2.1	RI.3.1
With prompting and support, ask and answer explicit questions about key concepts and details and make and support logical inferences to construct meaning from the text.	Ask and answer such questions as who, what, where, when, why and how and make and support logical inferences to construct meaning from the text.	Ask and answer questions, and make and support logical inferences to construct meaning from the text.

Multidimensionality

Ask and answer such (comprehension) **QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW** (content) and **make and support logical inferences to construct meaning** (analysis) from the text.

Reading Informational Text, Grade 2, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RI.1.2	RI.2.2	RI.3.2
With prompting and support, recognize key details from an informational text to demonstrate understanding of the central idea of a text.	Identify implicit and explicit information from an informational text to determine the central idea of a text.	Identify implicit and cite explicit information from an informational text to determine the central idea of a text.

Multidimensionality

Identify (comprehension) **implicit** (analysis) and *explicit information from an informational text* (comprehension) **to determine the** (analysis) **CENTRAL IDEA** (content) of a text.

Reading Informational Text, Grade 2, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RI.1.3	RI.2.3	RI.3.3
With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.

Multidimensionality

Describe the connection between (analysis) **INDIVIDUALS, HISTORICAL EVENTS, SCIENTIFIC IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES** (content) *over the course of a text* (comprehension).

Reading Informational Text, Grade 2, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RI.1.4	RI.2.4	RI.3.4
Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	Determine the meaning of general academic words and phrases in a grade-level text and describe how those words and phrases shape meaning.

Multidimensionality

Determine the meaning of general (comprehension) **ACADEMIC WORDS AND PHRASES** (content) and **how those words and phrases shape meaning** (analysis) in a **GRADE-LEVEL TEXT** (content).

Reading Informational Text, Grade 2, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RI.1.5	RI.2.5	RI.3.5
Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.	Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

Multidimensionality

Identify and describe (comprehension) **INFORMATIONAL TEXT STRUCTURES** (content), including **SEQUENCE/CHRONOLOGICAL AND DESCRIPTIVE STRUCTURES** (content), and *describe the logical connection between particular sentences and paragraphs* (comprehension) in a text and **how they contribute to the** (analysis) *overall structure* (comprehension).

Reading Informational Text, Grade 2, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RI.1.6	RI.2.6	RI.3.6
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.	Distinguish their own perspective from that of the author of a text and describe how various perspectives shape the content and style of a text.

Multidimensionality

Identify the (comprehension) **MAIN PURPOSE** (content) *of a text, including what the author wants to* (comprehension) **ANSWER, EXPLAIN OR DESCRIBE** (content), and **how that purpose shapes** (analysis) *the content* (comprehension) **of the text** (analysis).

Reading Informational Text, Grade 2, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RI.1.7	RI.2.7	RI.3.7
Use the visuals and details in a text to describe its key ideas.	Identify information gained from visuals and words in the text and explain how that information contributes to understanding of the text.	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

Multidimensionality

Identify information gained from (comprehension) VISUALS AND WORDS (content) in the text and explain how that information contributes to understanding (analysis) of the text.

Reading Informational Text, Grade 2, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RI.1.8	RI.2.8	RI.3.8
Identify the claim and the reasons an author gives to support the claim in a text.	Describe how reasons support specific claims the author makes in a text.	Describe how reasons and evidence support specific claims the author makes in a text.

Multidimensionality

Describe how (analysis) REASONS (content) support specific (analysis) CLAIMS (content) the author makes (comprehension) in a text.

Reading Informational Text, Grade 2, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RI.1.9	RI.2.9	RI.3.9
Identify information from two or more texts on similar themes or topics.	Describe the relationship between information from two or more texts on the same theme or topic.	Explain the relationship between information from two or more texts on the same theme or topic.

Multidimensionality

Describe the relationship between (analysis) information (comprehension) from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC (content).

Reading Informational Text, Grade 2, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RI.1.10	RI.2.10	RI.3.10
With prompting and support through listening comprehension, routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand grade-appropriate, complex informational text.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) apply (analysis) background knowledge along with a variety of comprehension strategies (comprehension) to understand and analyze (analysis) GRADE-APPROPRIATE, COMPLEX INFORMATIONAL TEXT (content) independently (analysis).

Handwriting

Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.

Handwriting	
HW.2.1	Introduce formation of all upper- and lowercase cursive letters.

Progression

HW.1.1	HW.2.1	HW.3.1
Legibly print all upper- and lowercase letters and numerals with correct form.	Introduce formation of all upper- and lowercase cursive letters.	Legibly form cursive letters, words and sentences with accepted norms.

Composition

Text Types and Purpose

C.2.1	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. - With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. - Introduce the topic, followed by opinion statement, and create an organizational structure. - Provide reasons with details to support the opinion. - Use grade-appropriate transitions to connect sentences and paragraphs. - Provide a concluding section. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
C.2.2	Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. - With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. - Introduce the topic. - Supply information with detail to develop the topic. - Use grade-appropriate conjunctions to develop text structure within sentences. - Use grade-appropriate transitions to develop text structure in sentences and paragraphs. - Provide a concluding section. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
C.2.3	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. - Recount a single event or multiple events, memories or ideas. - Include details which describe actions, thoughts and/or emotions. - Use temporal words and phrases to signal event order. - Create a sense of closure. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Production and Distribution

C.2.4

With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.

Research to Build and Present Knowledge

C.2.5

Conduct shared research and writing projects that build knowledge about a topic.

C.2.6

Collect information from real-world experiences or provided sources to answer or generate questions.

Range of Writing

C.2.7

Begins in grade 3

Composition, Grade 2, Standard 1



Guiding Principle for Composition

Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progression

C.1.1	C.2.1	C.3.1
Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions to connect sentences and paragraphs. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with elaborate details to support the opinion. d. Use grade-appropriate transitions to connect sentences and paragraphs. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Multidimensionality

Compose (analysis) **OPINION PIECES** (content), using a combination of writing and digital resources, *on topics or texts* (comprehension), **with supporting reasons** (analysis).

- (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)
- a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed** (analysis).

b. *Introduce the topic* (comprehension), **followed by an** (analysis) **OPINION STATEMENT** (content), and **create an organizational structure** (analysis).

c. **Provide reasons with details to support the opinion** (analysis).

d. *Use grade-appropriate* (comprehension) **TRANSITIONS** (content) *to connect sentences and paragraphs* (comprehension).

e. **Provide a concluding section** (analysis).

f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** (analysis) *editing* (comprehension).

Composition, Grade 2, Standard 2



Guiding Principle for Composition

Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Progression

C.1.2	C.2.2	C.3.2
Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to connect sentences and paragraphs. e. Use grade-appropriate transition words and phrases to develop text structure in sentences and paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure in sentences and paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions and details. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure in sentences and paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Multidimensionality

Compose (analysis) **INFORMATIVE AND/OR EXPLANATORY TEXTS** (content), using writing and digital resources, *to establish a topic and provide information about the topic* (comprehension).

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

- With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed** (analysis).
- Introduce the topic* (comprehension).
- Supply** (analysis) *information* (comprehension) **with detail to develop the topic** (analysis).
- Use grade-appropriate* (comprehension) **CONJUNCTIONS** (content) *to develop text structure within sentences* (comprehension).
- Use grade-appropriate* (comprehension) **TRANSITIONS** (content) *to develop text structure in sentences and paragraphs* (comprehension).
- Provide a concluding section** (analysis).
- With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** (analysis) *editing* (comprehension).

Composition, Grade 2, Standard 3



Guiding Principle for Composition

Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Progression

C.1.3	C.2.3	C.3.3
Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. - Recount a single event or multiple events, memories or ideas. - Include details which describe actions, thoughts and/or emotions. - Use temporal words and phrases to signal event order. - Create a sense of closure. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. - Recount a single event or multiple events, memories or ideas. - Include details which describe actions, thoughts and/or emotions. - Use temporal words and phrases to signal event order. - Create a sense of closure. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. - Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, nonlinear and/or circular structure. - Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. - Create a sense of closure that follows the narrated experiences or events. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Multidimensionality

Compose (analysis) **NARRATIVES** (content), using writing and digital resources, **to develop real or imagined** (analysis) *experiences or multiple events or ideas* (comprehension), **using effective technique, descriptive details and clear sequences** (analysis).

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

- With guidance and support from adults, **produce writing in which the development and organization** (analysis) *are appropriate to task and purpose* (comprehension).
- Recount a single event or multiple events, memories or ideas* (comprehension).
- Include details which describe actions, thoughts and/or emotions* (comprehension).
- Use temporal words and phrases to signal event order* (comprehension).
- Create a sense of closure** (analysis).
- With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** (analysis) *editing* (comprehension).

Composition, Grade 2, Standard 4



Guiding Principle for Composition

Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Progression

C.1.4	C.2.4	C.3.4
With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

Multidimensionality

With guidance and support from adults, *use a (comprehension)* **VARIETY OF DIGITAL RESOURCES (content)** *to create and publish products, including in collaboration with peers (analysis).*

Composition, Grade 2, Standard 5



Guiding Principle for Composition

Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Progression

C.1.5	C.2.5	C.3.5
With guidance and support, participate in shared research and writing projects.	Conduct shared research and writing projects that build knowledge about a topic.	Conduct short research projects that build knowledge about a topic.

Multidimensionality

Conduct shared (analysis) **RESEARCH (content)** **and writing projects (analysis)** *that build knowledge about a topic (comprehension).*

Composition, Grade 2, Standard 6



Guiding Principle for Composition

Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Progression

C.1.6	C.2.6	C.3.6
With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	Collect information from real-world experiences or provided sources to answer or generate questions.	Summarize information from experiences, or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

Multidimensionality

Collect information from real-world experiences or provided sources (comprehension) to answer or generate questions (analysis).

Composition, Grade 2, Standard 7



Guiding Principle for Composition

Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Progression

C.1.7	C.2.7	C.3.7
<i>Begins in grade 3</i>	<i>Begins in grade 3</i>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Multidimensionality

Begins in grade 3

Language

Conventions of General American English	
L.2.1	In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding and rearranging complete simple and compound sentences.
L.2.2	When writing: a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns (graphemes). e. Use reference materials to self-check and correct spelling.
Knowledge of Language	
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare academic and non-academic uses of language.
Vocabulary Acquisition and Use	
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. f. Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using adjectives and adverbs to describe.

Vocabulary Acquisition and Use

L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Demonstrate understanding of words by relating them to their synonyms and antonyms.
- b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).

Language, Grade 2, Standard 1

 Guiding Principle for Language

Students will demonstrate command of the conventions of General American English grammar and usage when writing and speaking.

Progression

L.1.1	L.2.1	L.3.1
When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.	In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding and rearranging complete simple and compound sentences.	When writing or speaking, demonstrate command of the conventions of General American English grammar and usage. a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences.

Multidimensionality

In writing or speaking (analysis), *demonstrate appropriate use* (comprehension) of:

- a. COLLECTIVE NOUNS (content).
- b. FREQUENTLY OCCURRING IRREGULAR NOUNS (content).
- c. REFLEXIVE PRONOUNS (content).
- d. PAST TENSE OF FREQUENTLY OCCURRING IRREGULAR VERBS (content).
- e. ADJECTIVES AND ADVERBS (content) in sentence formation.
- f. producing, expanding and rearranging COMPLETE SIMPLE AND COMPOUND SENTENCES (content).

Language, Grade 2, Standard 2

 Guiding Principle for Language

Students will demonstrate command of the conventions of General American English capitalization, punctuation and spelling when writing.

Progression

L.1.2	L.2.2	L.3.2
When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns (graphemes) and for frequently occurring irregular words. e. With adult support, spell untaught words phonetically, using phonemic awareness and syllabication.	When writing: a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns (graphemes). e. Use reference materials to self-check and correct spelling.	When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns (graphemes) and generalizations in writing multisyllabic words. g. Consult reference materials as needed to check and correct spellings.

Multidimensionality

When writing (analysis):

- a. *Capitalize (comprehension)* **PROPER NOUNS (content)**, including but not limited to **HOLIDAYS, PRODUCT NAMES AND GEOGRAPHIC NAMES (content)**.
- b. *Demonstrate appropriate use of (comprehension)* **COMMAS IN VARIED COMMUNICATION FORMATS (content)** (e.g., letter, email, blog).
- c. *Use (comprehension)* **APOSTROPHE (content) to form (comprehension)** **CONTRACTIONS AND POSSESSIVES (content)**.
- d. *Generalize (comprehension)* **SPELLING PATTERNS (GRAPHEMES) (content)**.
- e. *Use reference materials to self-check and correct spelling (comprehension)*.

Language, Grade 2, Standard 3



Guiding Principle for Language

Students will 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.

Progression

L.1.3	L.2.3	L.3.3
<i>Begins in grade 2</i>	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare academic and non-academic uses of language.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written General American English.

Multidimensionality

Use knowledge of language and its conventions (comprehension) **when writing, speaking, reading or listening** (analysis).

a. **Compare** (analysis) **ACADEMIC AND NON-ACADEMIC** (content) *uses of language* (comprehension).

Language, Grade 2, Standard 4

Guiding Principle for Language

 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be postsecondary ready.

Progression

L.1.4	L.2.4	L.3.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Identify common affixes and how they change the meaning of a word. c. With guidance and support, identify frequently occurring root words and their inflectional forms. d. Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. f. Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using adjectives and adverbs to describe.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Multidimensionality

*Determine or clarify the meaning of unknown and multiple-meaning words and phrases (comprehension) based on grade 2 reading and content, **choosing flexibly from an array of strategies** (analysis).*

- Use (analysis) **SENTENCE-LEVEL CONTEXT (content)** as a clue to the meaning of a word or phrase (analysis).*
- Determine the meaning of the new word formed when a known (comprehension) **PREFIX (content)** is added to a known word (comprehension).*
- Use a known (comprehension) **ROOT WORD (content)** as a clue to the meaning of an unknown word with the same root (comprehension).*
- Use knowledge of the meaning of individual words (comprehension) **to predict the meaning of compound words** (analysis).*
- Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases (comprehension).*
- Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using (analysis) **ADJECTIVES AND ADVERBS (content)** to describe (analysis).*

Language, Grade 2, Standard 5

 Guiding Principle for Language

Students will demonstrate understanding of word relationships and nuances in word meanings.

Progression

L.1.5	L.2.5	L.3.5
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).	Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.

Multidimensionality

Demonstrate understanding of word relationships and nuances in word meanings (analysis).

- a. Demonstrate understanding of words by relating them to their (analysis) **SYNONYMS** and **ANTONYMS** (content).
- b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender) (analysis).

Grade 3

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Reading Foundational Skills

Print Concepts

RF.3.1 *No Print Concepts Standard for grade 3.*

Phonological Awareness

RF.3.2 *No Phonological Awareness Standard for grade 3.*

Phonics and Word Recognition

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- a. Identify, decode, encode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.
- b. Decode and encode multisyllabic words.

Fluency

RF.3.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- d. Read grade-appropriate irregularly spelled words.

Reading Standards for Literature

Key Ideas and Details

RL.3.1	Ask and answer questions, and make and support logical inferences to construct meaning from the text.
RL.3.2	Identify implicit and cite explicit information from a literary text to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.
RL.3.3	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.

Craft and Structure

RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.
RL.3.5	Describe the structure and provide evidence of how the parts of the text contribute to the whole in a story, poem or drama (e.g., how a chapter, stanza or act/scene might build on another part of the text).
RL.3.6	Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.

Integration of Knowledge and Ideas

RL.3.7	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.
RL.3.8	<i>Not applicable to literature</i>
RL.3.9	Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters.

Range of Reading and Level of Text Complexity

RL.3.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.
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Reading Literature, Grade 3, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RL.2.1	RL.3.1	RL.4.1
Ask and answer such questions as who, what, where, when, why and how and make and support logical inferences to construct meaning from the text.	Ask and answer questions, and make and support logical inferences to construct meaning from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Multidimensionality

Ask and answer (comprehension) QUESTIONS (content) and make and support logical inferences to construct meaning (analysis) from the text.

Reading Literature, Grade 3, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RL.2.2	RL.3.2	RL.4.2
Identify implicit and explicit information from a literary text to determine the author’s message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	Identify implicit and cite explicit information from a literary text to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	Analyze how the theme is reflected in a text, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.

Multidimensionality

Identify (comprehension) implicit (analysis) and cite explicit information from a literary text (comprehension) to determine the theme (analysis), LESSON LEARNED AND/OR MORAL, including but not limited to FABLES, FOLKTALES AND MYTHS FROM DIVERSE CULTURES (content).

Reading Literature, Grade 3, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RL.2.3	RL.3.3	RL.4.3
Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	Describe in depth a character’s thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.

Multidimensionality

Describe (comprehension) **CHARACTERS (content)** in a story, including but not limited to their **TRAITS, MOTIVATIONS, ACTIONS OR FEELINGS (content)**, and **how they affect the plot (analysis)**.

Reading Literature, Grade 3, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RL.2.4	RL.3.4	RL.4.4
Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.

Multidimensionality

Determine the meaning of words and phrases (comprehension) as they are used in a text, *distinguishing (comprehension)* **LITERAL FROM NONLITERAL LANGUAGE (content)**, including but not limited to **IDIOMS** and **HYPERBOLES (content)**, and **describe how those words and phrases shape meaning (analysis)**.

Reading Literature, Grade 3, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RL.2.5	RL.3.5	RL.4.5
Describe how parts of the text contribute to the overall structure of stories, poems and dramas (e.g., beginning, middle and end of stories; lines and stanzas in poems; and acts/scenes in dramas).	Describe the structure and provide evidence of how the parts of the text contribute to the whole in a story, poem or drama (e.g., how a chapter, stanza or act/scene might build on another part of the text).	Analyze the structure the author uses in a story, poem or drama, considering how the parts of the text contribute to the whole.

Multidimensionality

Describe (comprehension) THE STRUCTURE (content) and provide evidence of (comprehension) how the parts of the text contribute to (analysis) the whole (comprehension) IN A STORY, POEM OR DRAMA (E.G., HOW A CHAPTER, STANZA OR ACT/SCENE MIGHT BUILD ON ANOTHER PART OF THE TEXT) (content).

Reading Literature, Grade 3, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RL.2.6	RL.3.6	RL.4.6
With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	Compare and contrast the point of view of first and third person narrators and the effect they have on the reader.

Multidimensionality

Distinguish their own (comprehension) PERSPECTIVE (content) from that of the narrator or those of the characters (comprehension), and describe how various (analysis) PERSPECTIVES (content) shape the content of the text (analysis).

Reading Literature, Grade 3, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RL.2.7	RL.3.7	RL.4.7
Use a story’s illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.	Explain how the specific aspects of a text’s illustrations contribute to an effect, including but not limited to creating mood, character and setting.	Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Multidimensionality

Explain how the (analysis) *specific aspects of a text’s illustrations* (comprehension) **contribute to an effect** (analysis), including but not limited to creating **MOOD, CHARACTER AND SETTING** (content).

Reading Literature, Grade 3, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RL.2.8	RL.3.8	RL.4.8
Not applicable to literature	Not applicable to literature	Not applicable to literature

Multidimensionality

Not applicable to literature

Reading Literature, Grade 3, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RL.2.9	RL.3.9	RL.4.9
Compare and contrast two or more versions of the same story by different authors or from different cultures.	Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	Compare and contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.

Multidimensionality

Compare and contrast (analysis) the **THEMES, SETTINGS AND PLOTS** (content) *of stories* (comprehension) written by **THE SAME AUTHOR ABOUT THE SAME OR SIMILAR CHARACTERS** (content).

Reading Literature, Grade 3, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RL.2.10	RL.3.10	RL.4.10
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) **apply** (analysis) *background knowledge along with a variety of comprehension strategies* (comprehension) **to understand and analyze** (analysis) **GRADE-APPROPRIATE, COMPLEX LITERARY TEXT** (content) **independently** (analysis).

Reading Standards for Informational Text

Key Ideas and Details	
RI.3.1	Ask and answer questions, and make and support logical inferences to construct meaning from the text.
RI.3.2	Identify implicit and cite explicit information from an informational text to determine the central idea of a text.
RI.3.3	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.
Craft and Structure	
RI.3.4	Determine the meaning of general academic words and phrases in a grade-level text and describe how those words and phrases shape meaning.
RI.3.5	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
RI.3.6	Distinguish their own perspective from that of the author of a text and describe how various perspectives shape the content and style of a text.
Integration of Knowledge and Ideas	
RI.3.7	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.
RI.3.8	Describe how reasons and evidence support specific claims the author makes in a text.
RI.3.9	Explain the relationship between information from two or more texts on the same theme or topic.
Range of Reading and Level of Text Complexity	
RI.3.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Reading Informational Text, Grade 3, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RI.2.1	RI.3.1	RI.4.1
Ask and answer such questions as who, what, where, when, why and how and make and support logical inferences to construct meaning from the text.	Ask and answer questions, and make and support logical inferences to construct meaning from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Multidimensionality

Ask and answer (comprehension) QUESTIONS (content), and make and support logical inferences to construct meaning (analysis) from the text.

Reading Informational Text, Grade 3, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RI.2.2	RI.3.2	RI.4.2
Identify implicit and explicit information from an informational text to determine the central idea of a text.	Identify implicit and cite explicit information from an informational text to determine the central idea of a text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

Multidimensionality

Identify (comprehension) implicit (analysis) and cite explicit information from an informational text (comprehension) to determine the (analysis) CENTRAL IDEA (content) of a text.

Reading Informational Text, Grade 3, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RI.2.3	RI.3.3	RI.4.3
Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.

Multidimensionality

Describe the relationship between (analysis) **INDIVIDUALS, A SERIES OF HISTORICAL EVENTS, SCIENTIFIC IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES** (content) *over the course of a text* (comprehension).

Reading Informational Text, Grade 3, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings analyze how specific word choices shape meaning or tone.

Progression

RI.2.4	RI.3.4	RI.4.4
Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	Determine the meaning of general academic words and phrases in a grade-level text and describe how those words and phrases shape meaning.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.

Multidimensionality

Determine the meaning of (comprehension) **GENERAL ACADEMIC WORDS AND PHRASES** in a **GRADE-LEVEL TEXT** (content) and **describe how those words and phrases shape meaning** (analysis).

Reading Informational Text, Grade 3, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RI.2.5	RI.3.5	RI.4.5
Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.

Multidimensionality

Identify and describe (comprehension) **INFORMATIONAL TEXT STRUCTURES**, including **COMPARISON, CAUSE/EFFECT AND PROBLEM/SOLUTION STRUCTURES** (content), and *describe the logical connection between particular sentences and paragraphs* (comprehension) in a text and **how they contribute to the** (analysis) *overall structure* (comprehension).

Reading Informational Text, Grade 3, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RI.2.6	RI.3.6	RI.4.6
Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.	Distinguish their own perspective from that of the author of a text and describe how various perspectives shape the content and style of a text.	Compare and contrast a firsthand and secondhand account of the same event or topic.

Multidimensionality

Distinguish their own (comprehension) **PERSPECTIVE** (content) *from that of the author* (comprehension) of a text and **describe how various perspectives shape the** (analysis) *content* (comprehension) **and style** (analysis) of a text.

Reading Informational Text, Grade 3, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RI.2.7	RI.3.7	RI.4.7
Identify information gained from visuals and words in the text and explain how that information contributes to understanding of the text.	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.	Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.

Multidimensionality

Identify (comprehension) and **explain how specific** (analysis) **VISUALS** (content), including but not limited to **DIAGRAMS, GRAPHS, PHOTOGRAPHS AND SIDE BARS** (content), **contribute to the meaning and clarity of a text** (analysis).

Reading Informational Text, Grade 3, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RI.2.8	RI.3.8	RI.4.8
Describe how reasons support specific claims the author makes in a text.	Describe how reasons and evidence support specific claims the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.

Multidimensionality

Describe how (analysis) **REASONS AND EVIDENCE** (content) **support specific** (analysis) **CLAIMS** (content) *the author makes* (comprehension) in a text.

Reading Informational Text, Grade 3, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RI.2.9	RI.3.9	RI.4.9
Describe the relationship between information from two or more texts on the same theme or topic.	Explain the relationship between information from two or more texts on the same theme or topic.	Integrate information from two or more texts on the same theme or topic.

Multidimensionality

Explain the relationship between (analysis) information (comprehension) from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC (content).

Reading Informational Text, Grade 3, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RI.2.10	RI.3.10	RI.4.10
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) apply (analysis) background knowledge along with a variety of comprehension strategies (comprehension) to understand and analyze (analysis) GRADE-APPROPRIATE, COMPLEX INFORMATIONAL TEXT (content) independently (analysis).

Handwriting

Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.

Handwriting	
HW.3.1	Legibly form cursive letters, words and sentences with accepted norms.

Progression

HW.2.1	HW.3.1	
Introduce formation of all upper- and lowercase cursive letters.	Legibly form cursive letters, words and sentences with accepted norms.	

Composition

Text Types and Purpose

C.3.1	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. - Introduce the topic, followed by opinion statement, and create an organizational structure. - Provide reasons with elaborate details to support the opinion. - Use grade-appropriate transitions to connect sentences and paragraphs. - Provide a concluding section. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
C.3.2	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. - Develop the topic with facts, definitions and details. - Use grade-appropriate conjunctions to develop text structure within sentences. - Use grade-appropriate transitions to develop text structure in sentences and paragraphs. - Provide a concluding section. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
C.3.3	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. - Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, nonlinear and/or circular structure. - Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. - Create a sense of closure that follows the narrated experiences or events. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Production and Distribution

C.3.4

With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

Research to Build and Present Knowledge

C.3.5

Conduct short research projects that build knowledge about a topic.

C.3.6

Summarize information from experiences, or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

Range of Writing

C.3.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Composition, Grade 3, Standard 1



Guiding Principle for Composition

Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progression

C.2.1	C.3.1	C.4.1
Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions to connect sentences and paragraphs. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with elaborate details to support the opinion. d. Use grade-appropriate transitions to connect sentences and paragraphs. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 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. c. Provide reasons that are supported by facts and details. d. Use grade-appropriate transitions to connect sentences and paragraphs. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

Multidimensionality

Compose (analysis) **OPINION PIECES** (content), using a combination of writing and digital resources, *on topics or texts* (comprehension), **with supporting reasons** (analysis).

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

- With guidance and support from adults, **produce writing in which the development and organization are** (analysis) *appropriate to task and purpose* (comprehension).
- Introduce the topic* (comprehension), **followed by opinion statement**, and **create an organizational structure** (analysis).
- Provide reasons with elaborate details to support the opinion** (analysis).
- Use grade-appropriate* (comprehension) **TRANSITIONS** (content) *to connect sentences and paragraphs* (comprehension).
- Provide a concluding section** (analysis).
- With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** (analysis) *editing* (comprehension).

Composition, Grade 3, Standard 2



Guiding Principle for Composition

Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Progression

C.2.2	C.3.2	C.4.2
Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure in sentences and paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions and details. d. Use grade-appropriate conjunctions to develop text structure within sentences e. Use grade-appropriate transitions to develop text structure in sentences and paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. d. Use grade-appropriate conjunctions to connect sentences and paragraphs. e. Use grade-appropriate transitions to develop text structure in sentences and paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

Multidimensionality

Compose (analysis) **INFORMATIVE AND/OR EXPLANATORY TEXTS** (content), using writing and digital resources, **to examine a topic** (analysis) *and provide information* (comprehension).

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

- a. With guidance and support from adults, **produce writing in which the development and organization are** (analysis) *appropriate to task and purpose* (comprehension).
- b. *Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension* (comprehension).
- c. **Develop the topic** (analysis) *with facts, definitions and details* (comprehension).
- d. *Use grade-appropriate* (comprehension) **CONJUNCTIONS** (content) *to develop text structure within sentences* (comprehension).
- e. *Use grade-appropriate* (comprehension) **TRANSITIONS** (content) *to develop text structure in sentences and paragraphs* (comprehension).
- f. **Provide a concluding section** (analysis).
- g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** (analysis) *editing* (comprehension).

Composition, Grade 3, Standard 3



Guiding Principle for Composition

Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Progression

C.2.3	C.3.3	C.4.3
Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. c. Include details which describe actions, thoughts and/or emotions. d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, nonlinear and/or circular structure. c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal words and phrases to signal event order. e. Create a sense of closure that follows the narrated experiences or events. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

Multidimensionality

Compose (analysis) **NARRATIVES** (content), using writing and digital resources, **to develop real or imagined** (analysis) *experiences or multiple events or ideas* (comprehension), **using effective technique, descriptive details and clear sequences** (analysis).

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

- With guidance and support from adults, **produce writing in which the development and organization** (analysis) *are appropriate to task and purpose* (comprehension).
- Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, nonlinear and/or circular structure** (analysis).
- Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations** (analysis).
- Use temporal words and phrases to signal event order* (comprehension).
- Create a sense of closure that follows the narrated experiences or events** (analysis).
- With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** (analysis) *editing* (comprehension).

Composition, Grade 3, Standard 4



Guiding Principle for Composition

Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Progression

C.2.4	C.3.4	C.4.4
With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

Multidimensionality

With guidance and support from adults, *use (comprehension) DIGITAL RESOURCES (content) to create and publish products as well as to interact and collaborate with others (analysis).*

Composition, Grade 3, Standard 5



Guiding Principle for Composition

Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Progression

C.2.5	C.3.5	C.4.5
Conduct shared research and writing projects that build knowledge about a topic.	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Multidimensionality

Conduct short (analysis) RESEARCH (content) projects (analysis) that build knowledge about a topic (comprehension).

Composition, Grade 3, Standard 6



Guiding Principle for Composition

Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Progression

C.2.6	C.3.6	C.4.6
Collect information from real-world experiences or provided sources to answer or generate questions.	Summarize information from experiences, or gather information from print and digital sources; take brief notes on information from various print/digital sources and analyze by sorting into appropriate categories.	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

Multidimensionality

Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources (comprehension) and analyze by sorting into appropriate categories (analysis).

Composition, Grade 3, Standard 7



Guiding Principle for Composition

Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Progression

C.2.7	C.3.7	C.4.7
<i>Begins in grade 3</i>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Multidimensionality

Compose routinely over extended time frames and shorter time frames (analysis) for a variety of tasks, purposes and audiences (comprehension).

Language

Conventions of General American English

L.3.1

- When writing or speaking, demonstrate command of the conventions of General American English grammar and usage.
- a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns.
 - d. Form and use regular and irregular verbs.
 - e. Use verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound and complex sentences.

L.3.2

- When writing:
- a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Use possessives.
 - e. Use conventional spelling for high-frequency words where suffixes are added to base words.
 - f. Use spelling patterns (graphemes) and generalizations in writing multisyllabic words.
 - g. Consult reference materials as needed to check and correct spellings.

Knowledge of Language

L.3.3

- Use knowledge of language and its conventions when writing, speaking, reading or listening.
- a. Choose words and phrases for effect.
 - b. Recognize and observe differences between the conventions of spoken and written General American English.

Vocabulary Acquisition and Use

L.3.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root.
- d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.
- e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

L.3.5

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context.
- b. Demonstrate understanding of words by relating them to their synonyms and antonyms.
- c. Distinguish shades of meaning among related words that describe degrees of certainty.

Language, Grade 3, Standard 1



Guiding Principle for Language

Students will demonstrate command of the conventions of General American English grammar and usage when writing and speaking.

Progression

L.2.1	L.3.1	L.4.1
In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding and rearranging complete simple and compound sentences.	When writing or speaking, demonstrate command of the conventions of General American English grammar and usage. a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences.	When writing or speaking, demonstrate command of the conventions of General American English grammar and usage. a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're.

Multidimensionality

When writing or speaking (analysis), *demonstrate command of the conventions of General American English grammar and usage* (comprehension).

- Explain the function* (comprehension) **OF NOUNS, PRONOUNS, VERBS, ADJECTIVES AND ADVERBS** in a **GRADE-LEVEL TEXT** (content).
- Form and use* (comprehension) **REGULAR AND IRREGULAR PLURAL NOUNS** (content).
- Use* (comprehension) **ABSTRACT NOUNS** (content).
- Form and use* (comprehension) **REGULAR AND IRREGULAR VERBS** (content).
- Use* (comprehension) **VERB TENSES** (content).
- Ensure* (comprehension) **SUBJECT-VERB AND PRONOUN-ANTECEDENT AGREEMENT** (content).
- Form and use* (comprehension) **COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS** (content), and *choose between them depending on what is to be modified* (comprehension).
- Use* (comprehension) **COORDINATING AND SUBORDINATING CONJUNCTIONS** (content).
- Produce* (comprehension) **SIMPLE, COMPOUND AND COMPLEX SENTENCES** (content).

Language, Grade 3, Standard 2

 Guiding Principle for Language

Students will demonstrate command of the conventions of General American English capitalization, punctuation and spelling when writing.

Progression

L.2.2	L.3.2	L.4.2
When writing: a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns (graphemes). e. Use reference materials to self-check and correct spelling.	When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns (graphemes) and generalizations in writing multisyllabic words. g. Consult reference materials as needed to check and correct spellings.	When writing: a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.

Multidimensionality

When writing (analysis):

- a. Capitalize (comprehension) APPROPRIATE WORDS IN TITLES (content).
- b. Use (comprehension) COMMAS IN ADDRESSES (content).
- c. Use (comprehension) COMMAS AND QUOTATION MARKS IN DIALOGUE (content).
- d. Use (comprehension) POSSESSIVES (content).
- e. Use conventional spelling (comprehension) for HIGH-FREQUENCY WORDS WHERE SUFFIXES ARE ADDED TO BASE WORDS (content).
- f. Use spelling patterns (graphemes) and generalizations in writing (comprehension) MULTISYLLABIC WORDS (content).
- g. Consult reference materials as needed to check and correct spellings (comprehension).

Language, Grade 3, Standard 3



Guiding Principle for Language

Students will 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.

Progression

L.2.3	L.3.3	L.4.3
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare academic and non-academic uses of language.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written General American English.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between academic and non-academic discourse patterns based on context.

Multidimensionality

- Use knowledge of language and its conventions* (comprehension) **when writing, speaking, reading or listening** (analysis).
- a. **Choose words and phrases for effect** (analysis).
- b. *Recognize and observe differences between* (comprehension) **THE CONVENTIONS OF SPOKEN AND WRITTEN GENERAL AMERICAN ENGLISH** (content).

Language, Grade 3, Standard 4

Guiding Principle for Language

 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be postsecondary ready.

Progression

L.2.4	L.3.4	L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. f. Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using adjectives and adverbs to describe.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Multidimensionality

Determine or clarify the meaning of unknown and multiple-meaning words and phrases (comprehension) based on grade 3 reading and content, choosing flexibly from an array of strategies (analysis).

a. **Use (analysis) SENTENCE-LEVEL CONTEXT (content) as a clue to the meaning of a word or phrase (analysis).**

b. *Determine the meaning of the new word formed when a known (comprehension) AFFIX (content) is added to a known word (comprehension).*

c. *Use a known (comprehension) ROOT WORD (content) as a clue to the meaning of an unknown word with the same root (comprehension).*

d. *Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases (comprehension).*

e. **Acquire and use accurately (analysis) GRADE-APPROPRIATE CONVERSATIONAL, GENERAL ACADEMIC AND DOMAIN-SPECIFIC (content) words and phrases, including (analysis) THOSE THAT SIGNAL SPATIAL AND TEMPORAL RELATIONSHIPS (content).**

Language, Grade 3, Standard 5



Guiding Principle for Language

Students will demonstrate understanding of word relationships and nuances in word meanings.

Progression

L.2.5	L.3.5	L.4.5
Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

Multidimensionality

Demonstrate understanding of word relationships and nuances in word meanings (analysis).

- a. Distinguish the (analysis) LITERAL AND NONLITERAL MEANINGS OF WORDS AND PHRASES (content) in context (analysis).
- b. Demonstrate understanding of words by relating them to their (analysis) SYNONYMS and ANTONYMS (content).
- c. Distinguish shades of meaning (analysis) among RELATED WORDS THAT DESCRIBE DEGREES OF CERTAINTY (content).

Grade 4

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Reading Foundational Skills

Print Concepts

RF.4.1	<i>No Print Concepts Standard for grade 4.</i>
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Phonological Awareness

RF.4.2	<i>No Phonological Awareness Standard for grade 4.</i>
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Phonics and Word Recognition

RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a. Use combined knowledge of all phoneme-grapheme correspondences, syllabication patterns and morphology to accurately decode and encode unfamiliar multisyllabic words.
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Fluency

RF.4.4	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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Reading Standards for Literature

Key Ideas and Details	
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	Analyze how the theme is reflected in a text, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.
RL.4.3	Describe in depth a character’s thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.
Craft and Structure	
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.
RL.4.5	Analyze the structure the author uses in a story, poem or drama, considering how the parts of the text contribute to the whole.
RL.4.6	Compare and contrast the point of view of first and third person narrators and the effect they have on the reader.
Integration of Knowledge and Ideas	
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
RL.4.8	<i>Not applicable to literature</i>
RL.4.9	Compare and contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.
Range of Reading and Level of Text Complexity	
RL.4.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Reading Literature, Grade 4, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RL.3.1	RL.4.1	RL.5.1
Ask and answer questions, and make and support logical inferences to construct meaning from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Multidimensionality

REFER TO DETAILS AND EXAMPLES (content) in a text when *explaining what the text says explicitly (comprehension)* and **when drawing inferences (analysis)** from the text.

Reading Literature, Grade 4, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RL.3.2	RL.4.2	RL.5.2
Identify implicit and cite explicit information from a literary text to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	Analyze how the theme is reflected in a text, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.

Multidimensionality

Analyze how the (analysis) THEME (content) is reflected in a text (analysis), and *cite (comprehension) relevant implicit (analysis) and explicit evidence (comprehension)* from the text, including but not limited to poems, stories and dramas.

Reading Literature, Grade 4, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RL.3.3	RL.4.3	RL.5.3
Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	Describe in depth a character’s thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	Compare and contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.

Multidimensionality

Describe in depth (comprehension) a **CHARACTER’S THOUGHTS, WORDS** and/or **ACTIONS**, the **SETTING** or **EVENT(S) IN A STORY OR DRAMA** (content), *drawing on specific details* (comprehension) to **analyze their interaction** (analysis) *over the course of the text* (comprehension).

Reading Literature, Grade 4, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RL.3.4	RL.4.4	RL.5.4
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyze how those words and phrases shape meaning.

Multidimensionality

Determine the meaning of words and phrases (comprehension) as they are used in a text, including but not limited to **FIGURATIVE LANGUAGE** such as **METAPHORS** and **SIMILES** (content), and **describe and explain how those words and phrases shape meaning** (analysis).

Reading Literature, Grade 4, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RL.3.5	RL.4.5	RL.5.5
Describe the structure and provide evidence of how the parts of the text contribute to the whole in a story, poem or drama (e.g., how a chapter, stanza or act/scene might build on another part of the text).	Analyze the structure the author uses in a story, poem or drama, considering how the parts of the text contribute to the whole.	Compare and contrast the overall structure of events, ideas, concepts or information in two or more literary texts (e.g., stories, poems or dramas).

Multidimensionality

Analyze (analysis) THE STRUCTURE (content) the author uses (analysis) IN A STORY, POEM OR DRAMA (content), considering how the parts of the text contribute to the whole (comprehension).

Reading Literature, Grade 4, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RL.3.6	RL.4.6	RL.5.6
Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	Compare and contrast the point of view of first and third person narrators and the effect they have on the reader.	Describe how a narrator’s or speaker’s perspective influences how events are described.

Multidimensionality

Compare and contrast (analysis) the POINT OF VIEW (content) of first and third person narrators (comprehension) and the effect they have on the reader (analysis).

Reading Literature, Grade 4, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RL.3.7	RL.4.7	RL.5.7
Explain how the specific aspects of a text’s illustrations contribute to an effect, including but not limited to creating mood, character and setting.	Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.

Multidimensionality

Make connections between (analysis) the **TEXT OF A STORY OR DRAMA AND A VISUAL OR ORAL PRESENTATION (content)**, including making connections with what they “see” and “hear” (analysis) *when reading the text (comprehension)* to what they perceive (analysis) *when they listen or watch (comprehension)*.

Reading Literature, Grade 4, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RL.3.8	RL.4.8	RL.5.8
<i>Not applicable to literature</i>	<i>Not applicable to literature</i>	<i>Not applicable to literature</i>

Multidimensionality

Not applicable to literature

Reading Literature, Grade 4, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RL.3.9	RL.4.9	RL.5.9
Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	Compare and contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Multidimensionality

Compare and contrast (analysis) **THEMES, TOPICS AND PATTERNS OF EVENTS** in **STORIES, MYTHS AND TRADITIONAL LITERATURE FROM DIFFERENT CULTURES** (content).

Reading Literature, Grade 4, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RL.3.10	RL.4.10	RL.5.10
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) **apply** (analysis) *background knowledge along with a variety of comprehension strategies* (comprehension) **to understand and analyze** (analysis) **GRADE-APPROPRIATE, COMPLEX LITERARY TEXT** (content) **independently** (analysis).

Reading Standards for Informational Text

Key Ideas and Details

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	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.
RI.4.3	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.

Craft and Structure

RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.
RI.4.5	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic.

Integration of Knowledge and Ideas

RI.4.7	Interpret information presented in print and non-print formats 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 claims the author makes in a text.
RI.4.9	Integrate information from two or more texts on the same theme or topic.

Range of Reading and Level of Text Complexity

RI.4.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.
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Reading Informational Text, Grade 4, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RI.3.1	RI.4.1	RI.5.1
Ask and answer questions, and make and support logical inferences to construct meaning from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Multidimensionality

REFER TO DETAILS AND EXAMPLES (content) in a text when *explaining what the text says explicitly* (comprehension) and *when drawing inferences* (analysis) from the text.

Reading Informational Text, Grade 4, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RI.3.2	RI.4.2	RI.5.2
Identify implicit and cite explicit information from an informational text to determine the central idea of a text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.

Multidimensionality

Analyze how the (analysis) **CENTRAL IDEAS** (content) *are reflected* (analysis) in a text, and *cite* (comprehension) **relevant implicit** (analysis) *and explicit evidence* (comprehension) from the text.

Reading Informational Text, Grade 4, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RI.3.3	RI.4.3	RI.5.3
Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.

Multidimensionality

Explain the (comprehension) INDIVIDUALS, EVENTS, PROCEDURES, IDEAS OR CONCEPTS IN A HISTORICAL, SCIENTIFIC OR TECHNICAL TEXT (content), including what happened and (comprehension) why (analysis), based on specific information over the course of a text (comprehension).

Reading Informational Text, Grade 4, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RI.3.4	RI.4.4	RI.5.4
Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.

Multidimensionality

Determine the meaning of (comprehension) GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS OR PHRASES in a GRADE-LEVEL TEXT (content), and describe and explain how those words and phrases shape meaning (analysis).

Reading Informational Text, Grade 4, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RI.3.5	RI.4.5	RI.5.5
Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts.

Multidimensionality

*Describe the overall (comprehension) **STRUCTURE (content)**, in a text or part of the text, the author uses to organize the events, ideas, concepts or information (comprehension).*

Reading Informational Text, Grade 4, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RI.3.6	RI.4.6	RI.5.6
Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.	Compare and contrast a firsthand and secondhand account of the same event or topic.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.

Multidimensionality

*Compare and contrast a (analysis) **FIRSTHAND AND SECONDHAND ACCOUNT (content)** of the (analysis) same event or topic (comprehension).*

Reading Informational Text, Grade 4, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RI.3.7	RI.4.7	RI.5.7
Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.	Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Multidimensionality

Interpret information presented in (comprehension) **PRINT AND NON-PRINT FORMATS** (content) and **explain how the information contributes to an understanding** (analysis) *of the text in which it appears* (comprehension).

Reading Informational Text, Grade 4, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RI.3.8	RI.4.8	RI.5.8
Describe how reasons and evidence support specific claims the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).

Multidimensionality

Explain how an author uses (analysis) **REASONS** and **EVIDENCE** (content) **to support particular** (analysis) **CLAIMS** (content) *the author makes* (comprehension) in a text.

Reading Informational Text, Grade 4, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RI.3.9	RI.4.9	RI.5.9
Explain the relationship between information from two or more texts on the same theme or topic.	Integrate information from two or more texts on the same theme or topic.	Integrate information from several texts on the same theme or topic.

Multidimensionality

Integrate (analysis) *information* (comprehension) from **TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC** (content).

Reading Informational Text, Grade 4, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RI.3.10	RI.4.10	RI.5.10
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) **apply** (analysis) *background knowledge along with a variety of comprehension strategies* (comprehension) **to understand and analyze** (analysis) **GRADE-APPROPRIATE, COMPLEX INFORMATIONAL TEXT** (content) **independently** (analysis).

Composition

Text Types and Purpose

C.4.1	Compose opinions, using writing and digital resources, on topics or texts, supporting an author’s perspective with reasons and information. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. - 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. - Provide reasons that are supported by facts and details. - Use grade-appropriate transitions to connect sentences and paragraphs. - Provide a concluding section. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
C.4.2	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. - Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. - Use grade-appropriate conjunctions to connect sentences and paragraphs. - Use grade-appropriate transitions to develop text structure in sentences and paragraphs. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Provide a concluding section. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
C.4.3	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. - Use a variety of conjunctions and transitional words and phrases to manage the sequence of events. - Use concrete words and phrases and sensory details to convey experiences and events precisely. - Provide a conclusion that follows the narrated experiences or events. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

Production and Distribution

C.4.4

With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

Research to Build and Present Knowledge

C.4.5

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

C.4.6

Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

Range of Writing

C.4.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Composition, Grade 4, Standard 1



Guiding Principle for Composition

Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progression

C.3.1	C.4.1	C.5.1
Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with elaborate details to support the opinion. d. Use grade-appropriate transitions to connect sentences and paragraphs. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 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. c. Provide reasons that are supported by facts and details. d. Use grade-appropriate transitions to connect sentences and paragraphs. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 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. c. Provide logically ordered reasons that are supported by facts and details. d. Use grade-appropriate transitions to connect sentences and paragraphs. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Multidimensionality

Compose (analysis) **OPINIONS** (content), using writing and digital resources, *on topics or texts* (comprehension), **supporting an author's perspective with reasons and** (analysis) *information* (comprehension).

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

- a. **Produce clear and coherent writing in which the development and organization** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. *Introduce a topic or text clearly* (comprehension), **state an opinion** and **create an organizational structure in which related ideas are grouped to support the writer's purpose** (analysis).
- c. **Provide reasons that are supported** (analysis) *by facts and details* (comprehension).
- d. *Use grade-appropriate* (comprehension) **TRANSITIONS** (content) *to connect sentences and paragraphs* (comprehension).
- e. **Provide a concluding section** (analysis).
- f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension) and **rewriting** (analysis).

Composition, Grade 4, Standard 2



Guiding Principle for Composition

Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Progression

C.3.2	C.4.2	C.5.2
Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions and details. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure in sentences and paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. d. Use grade-appropriate conjunctions to connect sentences and paragraphs. e. Use grade-appropriate transitions to develop text structure in sentences and paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure in sentences and paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Multidimensionality

Compose (analysis) **INFORMATIVE AND/OR EXPLANATORY TEXTS** (content), using writing and digital resources, **to examine a topic and convey ideas** (analysis) *and information* (comprehension) **clearly** (analysis).

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

- a. **Produce clear and coherent writing in which the development and organization** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. *Introduce a topic clearly, and group related information in paragraphs and sections* (comprehension); **include formatting, illustrations and multimedia when useful to aiding comprehension** (analysis).
- c. **Develop the topic** (analysis) *with facts, definitions, concrete details, quotations or other information and examples related to the topic* (comprehension).
- d. *Use grade-appropriate* (comprehension) **CONJUNCTIONS** (content) *to develop text structure within sentences* (comprehension).
- e. *Use grade-appropriate* (comprehension) **TRANSITIONS** (content) *to develop text structure in sentences and paragraphs* (comprehension).
- f. *Use precise language and domain-specific vocabulary to inform about or explain the topic* (comprehension).
- g. **Provide a concluding section** (analysis).
- h. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension) **and rewriting** (analysis).

Composition, Grade 4, Standard 3



Guiding Principle for Composition

Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Progression

C.3.3	C.4.3	C.5.3
Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences. a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, nonlinear and/or circular structure. c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal words and phrases to signal event order. e. Create a sense of closure that follows the narrated experiences or events. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Multidimensionality

Compose (analysis) **NARRATIVES** (content), using writing and digital resources, **to develop real or imagined** (analysis) *experiences or multiple events or ideas* (comprehension), **using effective technique, descriptive details and clear sequences** (analysis).

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

- a. **Produce clear and coherent writing in which the development and organization** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. **Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure** (analysis).
- c. **Use dialogue and description to develop experiences and events or show the responses of characters to situations** (analysis).
- d. *Use a variety of conjunctions and transitional words and phrases to manage the sequence of events* (comprehension).
- e. *Use concrete words and phrases and sensory details to convey experiences and events precisely* (comprehension).
- f. **Provide a conclusion that follows the narrated experiences or events** (analysis).
- g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension) and **rewriting** (analysis).

Composition, Grade 4, Standard 4



Guiding Principle for Composition

Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Progression

C.3.4	C.4.4	C.5.4
With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

Multidimensionality

With some guidance and support from adults, *use (comprehension)* **DIGITAL RESOURCES (content)** to create and publish products as well as to interact and collaborate with others (analysis).

Composition, Grade 4, Standard 5



Guiding Principle for Composition

Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Progression

C.3.5	C.4.5	C.5.5
Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Multidimensionality

Conduct short (analysis) **RESEARCH (content)** projects (analysis) *that build knowledge through investigation of different aspects of a topic (comprehension).*

Composition, Grade 4, Standard 6



Guiding Principle for Composition

Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Progression

C.3.6	C.4.6	C.5.6
Summarize information from experiences, or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.	Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.

Multidimensionality

Summarize relevant information from experiences, or gather relevant information from various print and digital sources; take notes (comprehension), categorize information (analysis) and provide a list of sources (comprehension).

Composition, Grade 4, Standard 7



Guiding Principle for Composition

Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Progression

C.3.7	C.4.7	C.5.7
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Multidimensionality

Compose routinely over extended time frames and shorter time frames (analysis) for a variety of tasks, purposes and audiences (comprehension).

Language

Conventions of General American English

L.4.1

- When writing or speaking, demonstrate command of the conventions of General American English grammar and usage.
- a. Use relative pronouns and relative adverbs.
 - b. Use the progressive verb tenses.
 - c. Use modal auxiliaries to convey various conditions, such as can, may and must.
 - d. Order adjectives within sentences according to conventional patterns.
 - e. Use prepositional phrases.
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - g. Use frequently confused words, such as to, too, two; there, their, they're.

L.4.2

- When writing:
- a. Demonstrate appropriate use of capitalization rules.
 - b. Use commas and quotation marks to indicate direct speech and quotations for a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - d. Consult reference materials as needed to check and correct spellings.

Knowledge of Language

L.4.3

- Use knowledge of language and its conventions when writing, speaking, reading or listening.
- a. Choose words and phrases to convey ideas precisely.
 - b. Choose punctuation for effect.
 - c. Differentiate between academic and non-academic discourse patterns based on context.

Vocabulary Acquisition and Use

L.4.4

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.
- a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.
 - b. Use common affixes and roots as clues to the meaning of a word.
 - c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.
 - d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

L.4.5

- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- a. Explain the meaning of simple similes and metaphors in context.
 - b. Recognize and explain the meaning of common idioms, adages and proverbs.
 - c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

Language, Grade 4, Standard 1



Guiding Principle for Language

Students will demonstrate command of the conventions of General American English grammar and usage when writing and speaking.

Progression

L.3.1	L.4.1	L.5.1
When writing or speaking, demonstrate command of the conventions of General American English grammar and usage. a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences.	When writing or speaking, demonstrate command of the conventions of General American English grammar and usage. a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're.	When writing or speaking, demonstrate command of the conventions of General American English grammar and usage. a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions.

Multidimensionality

When writing or speaking (analysis), *demonstrate command of the conventions of General American English grammar and usage (comprehension).*

- a. *Use (comprehension) RELATIVE PRONOUNS AND RELATIVE ADVERBS (content).*
- b. *Use (comprehension) the PROGRESSIVE VERB TENSES (content).*
- c. *Use (comprehension) MODAL AUXILIARIES (content) to convey various conditions (comprehension),* such as can, may and must.
- d. *Order (comprehension) ADJECTIVES (content) within sentences according to conventional patterns (comprehension).*
- e. *Use (comprehension) PREPOSITIONAL PHRASES (content).*
- f. *Produce (comprehension) COMPLETE SENTENCES (content), recognizing and correcting inappropriate fragments and run-ons (comprehension).*
- g. *Use (comprehension) FREQUENTLY CONFUSED WORDS (content),* such as to, too, two; there, their, they're.

Language, Grade 4, Standard 2

 Guiding Principle for Language

Students will demonstrate command of the conventions of General American English capitalization, punctuation and spelling when writing.

Progression

L.3.2	L.4.2	L.5.2
When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns (graphemes) and generalizations in writing multisyllabic words. g. Consult reference materials as needed to check and correct spellings.	When writing: a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.	When writing: a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors.

Multidimensionality

When writing (analysis):

- a. *Demonstrate appropriate use of* (comprehension) **CAPITALIZATION RULES (content).**
- b. *Use* (comprehension) **COMMAS AND QUOTATION MARKS TO INDICATE DIRECT SPEECH AND QUOTATIONS (content)** for a text.
- c. *Use a* (comprehension) **COMMA BEFORE A COORDINATING CONJUNCTION IN A COMPOUND SENTENCE (content).**
- d. *Consult reference materials as needed to check and correct spellings* (comprehension).

Language, Grade 4, Standard 3



Guiding Principle for Language

Students will 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.

Progression

L.3.3	L.4.3	L.5.3
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written General American English.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between academic and non-academic discourse patterns based on context.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.

Multidimensionality

- Use knowledge of language and its conventions* (comprehension) **when writing, speaking, reading or listening** (analysis).
- a. **Choose words and phrases to convey ideas precisely** (analysis).
 - b. **Choose punctuation for effect** (analysis).
 - c. *Differentiate between* (comprehension) **ACADEMIC AND NON-ACADEMIC DISCOURSE PATTERNS** (content) *based on context* (comprehension).

Language, Grade 4, Standard 4

Guiding Principle for Language

 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be postsecondary ready.

Progression

L.3.4	L.4.4	L.5.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

Multidimensionality

Determine or clarify the meaning of unknown and multiple-meaning words and phrases (comprehension) based on grade 4 reading and content, choosing flexibly from an array of strategies (analysis).

a.

Use context (analysis) (e.g., **DEFINITIONS, EXAMPLES OR RESTATEMENTS** (content) in text) **as a clue to the meaning of a word or phrase** (analysis).

b.

Use common (analysis) **AFFIXES AND ROOTS** (content) **as clues to the meaning of a word** (analysis).

c.

Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases (comprehension).

d.

Acquire and use accurately (analysis) **GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC** (content) **words and phrases, including** (analysis) **THOSE THAT SIGNAL PRECISE ACTIONS** (content) **and that are basic to a particular topic** (analysis).

Language, Grade 4, Standard 5



Guiding Principle for Language

Students will demonstrate understanding of word relationships and nuances in word meanings.

Progression

L.3.5	L.4.5	L.5.5
Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

Multidimensionality

- Demonstrate understanding of figurative language, word relationships and nuances in word meanings** (analysis).
- a. **Explain the meaning of simple** (analysis) **SIMILES AND METAPHORS** (content) **in context** (analysis).
 - b. **Recognize** (comprehension) and **explain the meaning of common** (analysis) **IDIOMS, ADAGES AND PROVERBS** (content).
 - c. **Demonstrate understanding of words by relating them to their** (analysis) **SYNONYMS** and **ANTONYMS** (content).

Grade 5

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Reading Foundational Skills

Print Concepts

RF.5.1	<i>No Print Concepts Standard for grade 5.</i>
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Phonological Awareness

RF.5.2	<i>No Phonological Awareness Standard for grade 5.</i>
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Phonics and Word Recognition

RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a. Use combined knowledge of all phoneme-grapheme correspondences, syllabication patterns and morphology to accurately decode and encode unfamiliar multisyllabic words.
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Fluency

RF.5.4	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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Reading Standards for Literature

Key Ideas and Details	
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	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.
RL.5.3	Compare and contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.
Craft and Structure	
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyze how those words and phrases shape meaning.
RL.5.5	Compare and contrast the overall structure of events, ideas, concepts or information in two or more literary texts (e.g., stories, poems or dramas).
RL.5.6	Describe how a narrator's or speaker's perspective influences how events are described.
Integration of Knowledge and Ideas	
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.
RL.5.8	<i>Not applicable to literature</i>
RL.5.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	
RL.5.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Reading Literature, Grade 5, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RL.4.1	RL.5.1	RL.6.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Multidimensionality

QUOTE ACCURATELY FROM A TEXT (content) when *explaining what the text says explicitly (comprehension)* and **when drawing inferences (analysis)** from the text.

Reading Literature, Grade 5, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RL.4.2	RL.5.2	RL.6.2
Analyze how the theme is reflected in a text, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	Analyze how the text reflects the theme by citing textual evidence, using direct quoting and summarizing.

Multidimensionality

Analyze how the (analysis) THEME (content) is reflected (analysis) in the text, including but not limited to poems, stories and dramas, and *cite (comprehension) relevant implicit (analysis) and explicit evidence (comprehension) to support thinking (analysis)*.

Reading Literature, Grade 5, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RL.4.3	RL.5.3	RL.6.3
Describe in depth a character’s thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	Compare and contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	Describe how a particular story’s or drama’s plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.

Multidimensionality

Compare and contrast (analysis) **CHARACTERS, SETTINGS OR EVENTS** (content) in a story or drama, *using specific details* (comprehension) **to analyze their interaction** (analysis) *over the course of the text* (comprehension).

Reading Literature, Grade 5, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RL.4.4	RL.5.4	RL.6.4
Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyze how those words and phrases shape meaning.	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.

Multidimensionality

Determine the meaning of words and phrases (comprehension) as they are used in a text, including **FIGURATIVE AND CONNOTATIVE MEANINGS** (content), and **analyze how those words and phrases shape meaning** (analysis).

Reading Literature, Grade 5, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RL.4.5	RL.5.5	RL.6.5
Analyze the structure the author uses in a story, poem or drama, considering how the parts of the text contribute to the whole.	Compare and contrast the overall structure of events, ideas, concepts or information in two or more literary texts (e.g., stories, poems or dramas).	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of the text.

Multidimensionality

Compare and contrast (analysis) *the overall* (comprehension) **STRUCTURE** (content) *of events, ideas, concepts or information* (comprehension) **IN TWO OR MORE LITERARY TEXTS (E.G., STORIES, POEMS OR DRAMAS)** (content).

Reading Literature, Grade 5, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RL.4.6	RL.5.6	RL.6.6
Compare and contrast the point of view of first and third person narrators and the effect they have on the reader.	Describe how a narrator’s or speaker’s perspective influences how events are described.	Explain how an author develops the perspective of the narrator or speaker in a text.

Multidimensionality

Describe how a narrator’s or speaker’s (analysis) **PERSPECTIVE** (content) **influences** (analysis) *how events are described* (comprehension).

Reading Literature, Grade 5, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RL.4.7	RL.5.7	RL.6.7
Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.	Compare and contrast reading a print text and viewing its visual/oral presentation.

Multidimensionality

Analyze (analysis) how (comprehension) VISUAL AND MULTIMEDIA ELEMENTS (content) contribute (comprehension) to the meaning or tone of non-print texts (analysis).

Reading Literature, Grade 5, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RL.4.8	RL.5.8	RL.6.8
Not applicable to literature	Not applicable to literature	Not applicable to literature

Multidimensionality

Not applicable to literature

Reading Literature, Grade 5, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RL.4.9	RL.5.9	RL.6.9
Compare and contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Compare and contrast how various forms or genres of texts approach a similar theme or topic.

Multidimensionality

Compare and contrast (analysis) **STORIES IN THE SAME GENRE (content)** on *their approaches to (comprehension)* **SIMILAR THEMES AND TOPICS (content)**.

Reading Literature, Grade 5, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RL.4.10	RL.5.10	RL.6.10
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) **apply (analysis)** *background knowledge along with a variety of comprehension strategies (comprehension)* **to understand and analyze (analysis)** **GRADE-APPROPRIATE, COMPLEX LITERARY TEXT (content)** **independently (analysis)**.

Reading Standards for Informational Text

Key Ideas and Details	
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	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
RI.5.3	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.
Craft and Structure	
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
RI.5.5	Compare and contrast the overall structure 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 they represent.
Integration of Knowledge and Ideas	
RI.5.7	Analyze information from multiple print and non-print formats, 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 claims in a text, identifying which reasons and evidence support which claim(s).
RI.5.9	Integrate information from several texts on the same theme or topic.
Range of Reading and Level of Text Complexity	
RI.5.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Reading Informational Text, Grade 5, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RI.4.1	RI.5.1	RI.6.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Multidimensionality

QUOTE ACCURATELY FROM A TEXT (content) when *explaining what the text says explicitly* (comprehension) and **when drawing inferences** (analysis) from the text.

Reading Informational Text, Grade 5, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RI.4.2	RI.5.2	RI.6.2
Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.

Multidimensionality

Analyze how the (analysis) **CENTRAL IDEAS** (content) **are reflected** (analysis) in a text, and *cite* (comprehension) **relevant implicit** (analysis) *and explicit evidence* (comprehension) **to support thinking** (analysis).

Reading Informational Text, Grade 5, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RI.4.3	RI.5.3	RI.6.3
Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.	Analyze in detail how an author develops a key individual, event or idea over the course of a text.

Multidimensionality

Explain the (comprehension) relationships or interactions between (analysis) INDIVIDUALS, EVENTS, IDEAS OR CONCEPTS IN A HISTORICAL, SCIENTIFIC OR TECHNICAL TEXT (content) based on specific information over the course of a text (comprehension).

Reading Informational Text, Grade 5, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RI.4.4	RI.5.4	RI.6.4
Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	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.

Multidimensionality

Determine the meaning of (comprehension) GENERAL ACADEMIC AND DOMAIN-SPECIFIC (content) words or phrases (comprehension) in a GRADE-LEVEL TEXT (content), and analyze how those words and phrases shape meaning (analysis).

Reading Informational Text, Grade 5, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RI.4.5	RI.5.5	RI.6.5
Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts.	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.

Multidimensionality

Compare and contrast (analysis) *the overall* (comprehension) **STRUCTURE** (content) *of events, ideas, concepts or information in* (comprehension) **TWO OR MORE TEXTS** (content).

Reading Informational Text, Grade 5, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RI.4.6	RI.5.6	RI.6.6
Compare and contrast a firsthand and secondhand account of the same event or topic.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	Determine an author’s perspective and purpose in a text, and explain how it is conveyed in a text.

Multidimensionality

Analyze (analysis) **MULTIPLE ACCOUNTS** (content) **of** (analysis) *the same event or topic* (comprehension), **noting important similarities and differences in the** (analysis) **PERSPECTIVE** (content) **they represent** (analysis).

Reading Informational Text, Grade 5, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RI.4.7	RI.5.7	RI.6.7
Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.

Multidimensionality

Analyze (analysis) *information* (comprehension) from **MULTIPLE PRINT AND NON-PRINT FORMATS** (content), *demonstrating the ability to locate an answer to a question quickly* (comprehension) **or to solve a problem efficiently** (analysis).

Reading Informational Text, Grade 5, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RI.4.8	RI.5.8	RI.6.8
Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.

Multidimensionality

Explain how an author uses (analysis) **REASONS** and **EVIDENCE** (content) **to support particular** (analysis) **CLAIMS** (content) in a text, *identifying which* (comprehension) **REASONS** (content) *and* (comprehension) **EVIDENCE** (content) *support which* (comprehension) **CLAIM(S)** (content).

Reading Informational Text, Grade 5, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RI.4.9	RI.5.9	RI.6.9
Integrate information from two or more texts on the same theme or topic.	Integrate information from several texts on the same theme or topic.	Compare and contrast how two or more authors present similar events.

Multidimensionality

Integrate (analysis) *information* (comprehension) from **SEVERAL TEXTS ON THE SAME THEME OR TOPIC** (content).

Reading Informational Text, Grade 5, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RI.4.10	RI.5.10	RI.6.10
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) **apply** (analysis) *background knowledge along with a variety of comprehension strategies* (comprehension) **to understand and analyze** (analysis) **GRADE-APPROPRIATE, COMPLEX INFORMATIONAL TEXT** (content) **independently** (analysis).

Composition

Text Types and Purpose

C.5.1	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 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. c. Provide logically ordered reasons that are supported by facts and details. d. Use grade-appropriate transitions to connect sentences and paragraphs. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
C.5.2	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure in sentences and paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Text Types and Purpose

C.5.3

- Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
 - Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows the narrated experiences or events.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Production and Distribution

C.5.4

With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

Research to Build and Present Knowledge

C.5.5

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

C.5.6

Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work, and provide a list of sources.

Range of Writing

C.5.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Composition, Grade 5, Standard 1



Guiding Principle for Composition

Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progression

C.4.1	C.5.1	C.6.1
Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 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. c. Provide reasons that are supported by facts and details. d. Use grade-appropriate transitions to connect sentences and paragraphs. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 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. c. Provide logically ordered reasons that are supported by facts and details. d. Use grade-appropriate transitions to connect sentences and paragraphs. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge opposing claims and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Multidimensionality

Compose (analysis) **OPINION PIECES** (content), using writing and digital resources, *on topics or texts* (comprehension), **supporting the writer's perspective with reasons and information** (analysis). (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

- Produce clear and coherent writing in which the development and organization** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- Introduce a topic or text clearly* (comprehension), **state an opinion** (analysis) and **create an organizational structure in which ideas are logically grouped to support the writer's purpose** (analysis).
- Provide logically ordered reasons that are supported** (analysis) *by facts and details* (comprehension).
- Use grade-appropriate* (comprehension) **TRANSITIONS** (content) *to connect sentences and paragraphs* (comprehension).
- Provide a concluding section** (analysis).
- With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach** (analysis).

Composition, Grade 5, Standard 2



Guiding Principle for Composition

Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Progression

C.4.2	C.5.2	C.6.2
Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. - Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. - Use grade-appropriate conjunctions to connect sentences and paragraphs. - Use grade-appropriate transitions to develop text structure in sentences and paragraphs. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Provide a concluding section. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. - Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. - Use grade-appropriate conjunctions to develop text structure within sentences. - Use grade-appropriate transitions to develop text structure in sentences and paragraphs. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Provide a concluding section. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. - Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. - Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. - Use appropriate transitions to clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from the information or explanation presented. - With some guidance, 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.

Multidimensionality

Compose (analysis) **INFORMATIVE AND/OR EXPLANATORY TEXTS** (content), using writing and digital resources, **to examine a topic and convey ideas and** (analysis) **information** (comprehension) **clearly** (analysis). (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

- a. **Produce clear and coherent writing in which the development and organization** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. *Introduce a topic clearly* (comprehension), **provide a general observation and focus and** (analysis) *group related information logically* (comprehension); **include formatting, illustrations and multimedia when useful to aiding comprehension** (analysis).
- c. **Develop the topic** (analysis) *with facts, definitions, concrete details, quotations or other information and examples related to the topic* (comprehension).
- d. *Use grade-appropriate* (comprehension) **CONJUNCTIONS** (content) *to develop text structure within sentences* (comprehension).
- e. *Use grade-appropriate* (comprehension) **TRANSITIONS** (content) *to develop text structure in sentences and paragraphs* (comprehension).
- f. *Use precise language and domain-specific vocabulary to inform about or explain the topic* (comprehension).
- g. **Provide a concluding section** (analysis).
- h. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach** (analysis).

Composition, Grade 5, Standard 3



Guiding Principle for Composition

Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Progression

C.4.3	C.5.3	C.6.3
Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters. d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Multidimensionality

Compose (analysis) **NARRATIVES** (content), using writing and digital resources, **to develop real or imagined** (analysis) *experiences or multiple events or ideas* (comprehension) **using effective technique, descriptive details and clear sequences** (analysis). (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

- a. **Produce clear and coherent writing in which the development and organization** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. **Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure** (analysis).
- c. **Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations** (analysis).
- d. *Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events* (comprehension).
- e. *Use concrete words and phrases and sensory details to convey experiences and events precisely* (comprehension).
- f. **Provide a conclusion that follows the narrated experiences or events** (analysis).
- g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach** (analysis).

Composition, Grade 5, Standard 4



Guiding Principle for Composition

Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Progression

C.4.4	C.5.4	C.6.4
With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

Multidimensionality

With limited guidance and support from adults, *use (comprehension) DIGITAL RESOURCES (content) to create and publish products as well as to interact and collaborate with others (analysis).*

Composition, Grade 5, Standard 5



Guiding Principle for Composition

Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Progression

C.4.5	C.5.5	C.6.5
Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources.

Multidimensionality

Conduct short (analysis) RESEARCH (content) projects that use (analysis) SEVERAL SOURCES (content) to build knowledge (comprehension) through investigation of different aspects of a topic (analysis).

Composition, Grade 5, Standard 6



Guiding Principle for Composition

Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Progression

C.4.6	C.5.6	C.6.6
Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.	Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

Multidimensionality

*Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources (comprehension); **SUMMARIZE OR PARAPHRASE (content)** applicable information in notes and finished work, and provide a list of sources (comprehension).*

Composition, Grade 5, Standard 7



Guiding Principle for Composition

Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Progression

C.4.7	C.5.7	C.6.7
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Multidimensionality

***Compose routinely over extended time frames and shorter time frames (analysis)** for a variety of tasks, purposes and audiences (comprehension).*

Language

Conventions of General American English	
L.5.1	When writing or speaking, demonstrate command of the conventions of General American English grammar and usage. a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions.
L.5.2	When writing: a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors.
Knowledge of Language	
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.

Vocabulary Acquisition and Use

L.5.4

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.
- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - b. Use common affixes and roots as clues to the meaning of a word.
 - c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

L.5.5

- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages and proverbs.
 - c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

Language, Grade 5, Standard 1

 Guiding Principle for Language

Students will demonstrate command of the conventions of General American English grammar and usage when writing and speaking.

Progression

L.4.1	L.5.1	L.6.1
When writing or speaking, demonstrate command of the conventions of General American English grammar and usage. a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're.	When writing or speaking, demonstrate command of the conventions of General American English grammar and usage. a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions.	In both written and oral expression: a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from General American English and implement strategies to improve expression in conventional language.

Multidimensionality

When writing or speaking (analysis), demonstrate command of the conventions of General American English grammar and usage (comprehension).

- a. Explain the function of (comprehension) CONJUNCTIONS, PREPOSITIONS AND INTERJECTIONS in a GRADE-LEVEL TEXT (content).
- b. Use (comprehension) the PERFECT VERB TENSES (content).
- c. Use (comprehension) VERB TENSE (content) to convey various times, sequences, states and conditions (comprehension).
- d. Produce (comprehension) COMPLETE SENTENCES (content) recognizing and correcting inappropriate shifts in verb tense (comprehension).
- e. Use (comprehension) CORRELATIVE CONJUNCTIONS (content).

Language, Grade 5, Standard 2



Guiding Principle for Language

Students will demonstrate command of the conventions of General American English capitalization, punctuation and spelling when writing.

Progression

L.4.2	L.5.2	L.6.2
When writing: a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.	When writing: a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors.

Multidimensionality

When writing (analysis):

- a. Use (comprehension) PUNCTUATION TO SEPARATE ITEMS IN A SERIES (content).
- b. Use (comprehension) a COMMA TO SEPARATE AN INTRODUCTORY ELEMENT FROM THE REST OF THE SENTENCE (content).
- c. Use (comprehension) a COMMA TO SET OFF THE WORDS YES AND NO, TO SET OFF A TAG QUESTION FROM THE REST OF THE SENTENCE AND TO INDICATE DIRECT ADDRESS (content).
- d. Use (comprehension) UNDERLINING, QUOTATION MARKS OR ITALICS TO INDICATE TITLES OF WORKS (content).
- e. Use strategies and resources (print and electronic) to identify and correct spelling errors (comprehension).

Language, Grade 5, Standard 3



Guiding Principle for Language

Students will 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.

Progression

L.4.3	L.5.3	L.6.3
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Vary sentence patterns for meaning, reader/listener interest and style. b. Maintain consistency in style and tone.

Multidimensionality

- Use knowledge of language and its conventions* (comprehension) **when writing, speaking, reading or listening** (analysis).
- Expand, combine and reduce sentences for meaning, reader/listener interest and style** (analysis).
 - Compare and contrast the** (analysis) **VARIETIES OF ENGLISH (content)** (e.g., dialects, registers, slang) **used in stories, dramas or poems** (analysis).

Language, Grade 5, Standard 4

Guiding Principle for Language

 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be postsecondary ready.

Progression

L.4.4	L.5.4	L.6.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. 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.

Multidimensionality

Determine or clarify the meaning of unknown and multiple-meaning words and phrases (comprehension) based on grade 5 reading and content, **choosing flexibly from an array of strategies (analysis)**.

a.

Use context (analysis) (e.g., **CAUSE/EFFECT RELATIONSHIPS AND COMPARISONS (content)** in text) **as a clue to the meaning of a word or phrase (analysis)**.

b.

Use common (analysis) **AFFIXES AND ROOTS (content)** **as clues to the meaning of a word (analysis)**.

c.

Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases (comprehension).

d.

Acquire and use accurately (analysis) **GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC (content)** **words and phrases, including (analysis)** **THOSE THAT SIGNAL CONTRAST, ADDITION AND OTHER LOGICAL RELATIONSHIPS (content)**.

Language, Grade 5, Standard 5



Guiding Principle for Language

Students will demonstrate understanding of word relationships and nuances in word meanings.

Progression

L.4.5	L.5.5	L.6.5
Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.

Multidimensionality

- Demonstrate understanding of figurative language, word relationships and nuances in word meanings** (analysis).
- a. **Interpret figurative language** (analysis), including **SIMILES AND METAPHORS** (content), **in context** (analysis).
 - b. **Recognize** (comprehension) and **explain the meaning of common** (analysis) **IDIOMS, ADAGES AND PROVERBS** (content).
 - c. **Demonstrate understanding of words by relating them to their** (analysis) **SYNONYMS** (content) and **ANTONYMS** (content).

Grade 6-8 Overview

Overview

The *Kentucky Academic Standards for Reading and Writing* defines what students should understand and be able to do by the end of each grade. The grade-specific standards are a cumulative progression from kindergarten through grade 12 that enables students to become postsecondary ready by the end of high school. The grade-level standards provide specificity and context for the appropriate application of the Guiding Principles. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings in preceding grades and work steadily toward meeting the broader expectations described by the Guiding Principles. These standards are not a set of instructional or assessment tasks, but rather statements of what students should be able to do after instruction.

The *KAS for Reading and Writing* should be approached holistically as different texts and tasks have different demands.¹⁰ “To extract and construct meaning, readers must gain access to multiple processes that are shaped by the interactions of the reader, text, task and context. Students should construct products by using appropriate language and cognitive processes.”¹¹ Moreover, standards, comprehension strategies and background knowledge should be bundled and used flexibly to understand texts and respond to them appropriately.

Reading (RL and RI)

Reading comprehension is shaped by what the reader brings to the text, by the demands of the text, and by the purpose for reading. To meet expectations in grades 6 through 8, students must read widely and deeply from a broad range of high quality, increasingly challenging literary and informational print and non-print texts and text sets from diverse cultures, time periods and disciplines, including all content areas. As standard 10 indicates, by moving from less to more complex texts within the same content or topic, students will accumulate necessary background knowledge and vocabulary prior to encountering the most challenging, grade-appropriate texts and tasks. Students must develop the habit of reading closely, and teachers must provide them with guidance and direction using text-dependent questions and tasks that will lead to both explicit and inferential understanding of grade-level, complex texts.

By the middle grades, students continue to build reading stamina, knowledge of themselves and the world and familiarity with comprehension strategies, such as questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge and determining importance.¹² As students become more comfortable deploying background knowledge and strategies in service of comprehension, the RL and RI standards work together to support students towards a variety of reading skills to analyze complex syntax, vocabulary and ideas. Students determine themes and central ideas in the text(s) and analyze the development and interactions between different elements and ideas over the course of a text. They must be given multiple opportunities to analyze how form, structure and word choice contribute to meaning and how authors develop perspective and purpose in text(s). Students should cite textual evidence to support analysis. In the analysis of print and non-print texts, students should compare approaches an author takes on similar themes and/or topics and determine how

¹⁰ Liben, M. & Pimentel, S. (2021). Placing text at the center of the standards-aligned ELA classroom. *Student Achievement Partners*. <https://achievethecore.org/content/upload/Text-at-the-Center-Report-V5.pdf>

¹¹ Hennessy, N. (2021). *The reading comprehension blueprint: Helping students make meaning from text*. Paul H. Brooks Publishing Co.

¹² Willingham, D. (2006). The usefulness of brief instruction in reading comprehension strategies. *American Educator*, Winter 2006-2007. <https://www.aft.org/sites/default/files/media/2014/CogSci.pdf>

techniques produce different effects that impact the audience. Students also begin analyzing distinct claims and evidence within a text to evaluate arguments. The intentional and repeated practice of these skills allows students to develop a strong standard of coherence. Standard of coherence is the expectation that what one reads should make sense¹³, and throughout grades 6 through 8, students continue acquiring analytical discussion and writing skills to support deep comprehension of the texts and topics studied.¹⁴

Composition (C)

Within these standards, students may use a combination of print, non-print, digital and multimodal resources to compose a variety of argument, informative/explanatory, narrative and research products in both short and extended time frames. Students must gather, evaluate, synthesize and cite sources to develop and organize clear, coherent products that are appropriate to task, purpose and audience. Students must write in both short and extended time frames. At grade 8, students will use narratives strategically in other modes of writing. Emphasis should be placed on text-based and evidence-based writing experiences. Text-based writing greatly benefits reading comprehension by encouraging students to review and reflect on what they have read.¹⁵ Reading and writing should be viewed as complementary, or reciprocal, learning rather than as separate subjects, with explicit instruction in different phases of the writing process grounded in the texts and topics studied.¹⁶ These standards and the Interdisciplinary Literacy Practices require teachers to move beyond assigning writing and towards *teaching* writing to help students employ the writing process for various purposes and audiences to become effective, independent communicators.

Language (L)

Within these standards, students must demonstrate control over the conventions of General American English. They must come to appreciate that language is as much a matter of craft as of rules and be able to choose words, syntax and punctuation to express themselves and achieve intended effects. Students will determine and clarify the meaning of words and phrases, including figurative language, denotations and connotations. They must also have extensive vocabularies, enabling them to comprehend complex texts and engage in purposeful writing and conversation. Using the Interdisciplinary Literacy Practices to develop skills in a logical progression, students demonstrate competency of these standards in the context of authentic reading, writing, speaking and listening tasks.

¹³ Oudega, M. & van den Broek, P. (2018). Standards of coherence in reading: Variations in processing and comprehension of comprehension of text. In *Deep comprehension: Multidisciplinary approaches to understanding, enhancing, and measuring comprehension* (pp. 41-51). Routledge.

¹⁴ Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

¹⁵ Graham, S. & Hebert, M. (2010). *Writing to read: Evidence for how writing can improve reading*. Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education. https://media.carnegie.org/filer_public/9d/e2/9de20604-a055-42da-bc00-77da949b29d7/ccny_report_2010_writing.pdf?_gl=1*1936pi*_gcl_au*NjQzNDU4NDU2LjE3MzgZNTA3NDA.

¹⁶ Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). *Teaching secondary students to write effectively* (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov>.

Interdisciplinary Literacy Practices

The Interdisciplinary Literacy Practices are fundamental to fostering an environment that goes beyond teaching and learning isolated skills. This literacy-rich environment focuses on the larger vision and objective of empowering independent, lifelong learners who think deeply and critically about text. The Practices should not be confused as additional standards, but they should guide teachers in providing intentional opportunities for students to practice the behaviors of a literate citizen.



Grade 6

Reading Standards for Literature 201

Reading Standards for Informational Text..... 207

Composition 213

Language 222

Reading Standards for Literature

Key Ideas and Details	
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	Analyze how the text reflects the theme by citing textual evidence, using direct quoting and summarizing.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.
Craft and Structure	
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, paragraph, chapter, scene or stanza fits into the overall structure of the text.
RL.6.6	Explain how an author develops the perspective of the narrator or speaker in a text.
Integration of Knowledge and Ideas	
RL.6.7	Compare and contrast reading a print text and viewing its visual/oral presentation.
RL.6.8	<i>Not applicable to literature</i>
RL.6.9	Compare and contrast how various forms or genres of texts approach a similar theme or topic.
Range of Reading and Level of Text Complexity	
RL.6.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Reading Literature, Grade 6, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RL.5.1	RL.6.1	RL.7.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Multidimensionality

CITE TEXTUAL EVIDENCE (content) to support analysis (analysis) of *what the text says explicitly* (comprehension) as well as inferences drawn (analysis) from the text.

Reading Literature, Grade 6, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RL.5.2	RL.6.2	RL.7.2
Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	Analyze how the text reflects the theme by citing textual evidence, using direct quoting and summarizing.	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

Multidimensionality

Analyze how the text reflects the (analysis) THEME (content) by *citing textual evidence, using direct quoting and summarizing* (comprehension).

Reading Literature, Grade 6, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RL.5.3	RL.6.3	RL.7.3
Compare and contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	Describe how a particular story’s or drama’s plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.	Analyze how particular elements of a story or drama influence one another.

Multidimensionality

*Describe how a particular (comprehension) **STORY’S OR DRAMA’S PLOT (content)** unfolds in a series of episodes (comprehension) and determine **how the characters respond or change (analysis) as the plot moves toward a (comprehension) RESOLUTION (content).***

Reading Literature, Grade 6, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RL.5.4	RL.6.4	RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyze how those words and phrases shape meaning.	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.	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 on a passage.

Multidimensionality

*Determine the meaning of words and phrases (comprehension) as they are used in a text, including **figurative and connotative meanings; analyze the impact of a specific (analysis) WORD CHOICE (content) on meaning and (analysis) TONE (content).***

Reading Literature, Grade 6, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RL.5.5	RL.6.5	RL.7.5
Compare and contrast the overall structure of events, ideas, concepts or information in two or more literary texts (e.g., stories, poems or dramas).	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of the text.	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.

Multidimensionality

Analyze how a particular sentence, paragraph, chapter, scene or stanza fits (analysis) into the overall (comprehension) STRUCTURE OF THE TEXT (content).

Reading Literature, Grade 6, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RL.5.6	RL.6.6	RL.7.6
Describe how a narrator’s or speaker’s perspective influences how events are described.	Explain how an author develops the perspective of the narrator or speaker in a text.	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.

Multidimensionality

Explain how an author develops (analysis) the PERSPECTIVE (content) of the narrator or speaker (comprehension) in a text.

Reading Literature, Grade 6, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RL.5.7	RL.6.7	RL.7.7
Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.	Compare and contrast reading a print text and viewing its visual/oral presentation.	Compare and contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.

Multidimensionality

Compare and contrast (analysis) *reading a* (comprehension) **PRINT TEXT** (content) and *viewing its* (comprehension) **VISUAL/ORAL PRESENTATION** (content).

Reading Literature, Grade 6, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RL.5.8	RL.6.8	RL.7.8
<i>Not applicable to literature</i>	<i>Not applicable to literature</i>	<i>Not applicable to literature</i>

Multidimensionality

Not applicable to literature

Reading Literature, Grade 6, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RL.5.9	RL.6.9	RL.7.9
Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Compare and contrast how various forms or genres of texts approach a similar theme or topic.	Compare and contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.

Multidimensionality

Compare and contrast how (analysis) **VARIOUS FORMS OR GENRES OF TEXTS** (content) *approach a* (comprehension) **SIMILAR THEME OR TOPIC** (content).
Reading Literature, Grade 6, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RL.5.10	RL.6.10	RL.7.10
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) **apply** (analysis) *background knowledge along with a variety of comprehension strategies* (comprehension) **to understand and analyze** (analysis) **GRADE-APPROPRIATE, COMPLEX LITERARY TEXT** (content) **independently** (analysis).

Reading Standards for Informational Text

Key Ideas and Details	
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	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.
RI.6.3	Analyze in detail how an author develops a key individual, event or idea over the course of a text.
Craft and Structure	
RI.6.4	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.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 perspective and purpose in a text, and explain how it is conveyed in a text.
Integration of Knowledge and Ideas	
RI.6.7	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.
RI.6.8	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.
RI.6.9	Compare and contrast how two or more authors present similar events.
Range of Reading and Level of Text Complexity	
RI.6.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Reading Informational Text, Grade 6, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RI.5.1	RI.6.1	RI.7.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Multidimensionality

CITE TEXTUAL EVIDENCE (content) to **support analysis** (analysis) of *what the text says explicitly* (comprehension) as well as **inferences drawn** (analysis) from the text.

Reading Informational Text, Grade 6, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RI.5.2	RI.6.2	RI.7.2
Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

Multidimensionality

Analyze how the (analysis) **CENTRAL IDEAS** (content) **are reflected** (analysis) in the text by *citing particular details and/or providing an objective summary* (comprehension).

Reading Informational Text, Grade 6, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RI.5.3	RI.6.3	RI.7.3
Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	Analyze the interactions between individuals, events and ideas over the course of a text.

Multidimensionality

Analyze in detail how an author develops (analysis) a KEY INDIVIDUAL, EVENT OR IDEA (content) over the course of a text (comprehension).

Reading Informational Text, Grade 6, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RI.5.4	RI.6.4	RI.7.4
Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choices on meaning and tone.

Multidimensionality

Determine the meaning of words and phrases (comprehension) as they are used in a text, including figurative, connotative (analysis) and technical (comprehension) meanings; analyze the impact of a specific (analysis) WORD CHOICE (content) on meaning (analysis) and TONE (content).

Reading Informational Text, Grade 6, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RI.5.5	RI.6.5	RI.7.5
Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts.	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.	Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.

Multidimensionality

Analyze how a particular sentence, paragraph, chapter or section fits into (analysis) *the overall structure of a text* (comprehension) and contributes to the development of the (analysis) **IDEAS** (content).

Reading Informational Text, Grade 6, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RI.5.6	RI.6.6	RI.7.6
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	Determine an author’s perspective and purpose in a text, and explain how it is conveyed in a text.	Determine an author’s perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.

Multidimensionality

Determine an author’s (comprehension) **PERSPECTIVE** and **PURPOSE** (content) in a text and **explain how it is conveyed** (analysis) in a text.

Reading Informational Text, Grade 6, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RI.5.7	RI.6.7	RI.7.7
Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	Compare and contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience.

Multidimensionality

Integrate information presented (analysis) in PRINT AND NON-PRINT FORMATS (content) to develop a coherent understanding of a (analysis) topic or issue (comprehension).

Reading Informational Text, Grade 6, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RI.5.8	RI.6.8	RI.7.8
Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.	Identify 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.

Multidimensionality

Identify (comprehension) and evaluate (analysis) the ARGUMENT (content) and specific (analysis) CLAIMS (content) in a text (analysis), distinguishing (comprehension) CLAIMS (content) that are supported by (comprehension) REASONS and EVIDENCE (content) from unsupported (comprehension) CLAIMS (content).

Reading Informational Text, Grade 6, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RI.5.9	RI.6.9	RI.7.9
Integrate information from several texts on the same theme or topic.	Compare and contrast how two or more authors present similar events.	Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.

Multidimensionality

Compare and contrast how (analysis) TWO OR MORE AUTHORS (content) present (comprehension) SIMILAR EVENTS (content).

Reading Informational Text, Grade 6, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RI.5.10	RI.6.10	RI.7.10
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) apply (analysis) background knowledge along with a variety of comprehension strategies (comprehension) to understand and analyze (analysis) GRADE-APPROPRIATE, COMPLEX INFORMATIONAL TEXT (content) independently (analysis).

Composition

Text Types and Purpose

C.6.1	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge opposing claims and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
C.6.2	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. d. Use appropriate transitions to clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from the information or explanation presented. h. With some guidance, 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.

Text Types and Purpose

C.6.3

- Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
 - Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
 - Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
 - Provide a conclusion that follows from the narrated experiences or events.
 - With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Production and Distribution

C.6.4

Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

Research to Build and Present Knowledge

C.6.5

Conduct short research projects to answer a question, drawing on several sources.

C.6.6

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

Range of Writing

C.6.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Composition, Grade 6, Standard 1



Guiding Principle for Composition

Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progression

C.5.1	C.6.1	C.7.1
Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 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. c. Provide logically ordered reasons that are supported by facts and details. d. Use grade-appropriate transitions to connect sentences and paragraphs. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge opposing claims and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use transitions to create cohesion and clarify the relationships among claims. e. Establish and maintain a task-appropriate writing style. f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, 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.

Multidimensionality

Compose (analysis) **ARGUMENTS** (content) **to support claims with clear reasons and relevant evidence** (analysis).

- a. **Produce clear and coherent writing in which the development, organization and style** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. **Introduce claim(s), acknowledge opposing claims and organize the reasons and evidence clearly** (analysis).
- c. **Support claim(s) with clear reasons and relevant evidence, using credible sources and** (analysis) *demonstrating an understanding of the topic or text* (comprehension).
- d. *Use words, phrases and clauses to clarify the relationships among claim(s) and reasons* (comprehension).
- e. **Establish and maintain a formal style** (analysis).
- f. **Provide a concluding statement or section that follows from the argument presented** (analysis).
- g. With some guidance, **develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach** (analysis).

Composition, Grade 6, Standard 2



Guiding Principle for Composition

Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Progression

C.5.2	C.6.2	C.7.2
Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. - Introduce a topic clearly, provide a general observation, and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. - Use grade-appropriate conjunctions to develop text structure within sentences. - Use grade-appropriate transitions to develop text structure in sentences and paragraphs. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Provide a concluding section. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. - Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. - Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. - Use appropriate transitions to clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from the information or explanation presented. - With some guidance, 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.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. - Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. - Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the information or explanation presented. - With some guidance, 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.

Multidimensionality

Compose (analysis) **INFORMATIVE AND/OR EXPLANATORY TEXTS** (content) to examine a topic and convey ideas, concepts and (analysis) *information* (comprehension) through the selection, organization and analysis of relevant content (analysis).

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize digital resources.)

- a. **Produce clear and coherent writing in which the development, organization and style** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. *Introduce a topic* (comprehension); **previewing what is to follow; organize ideas, concepts and** (analysis) *information* (comprehension), **using strategies** such as definition, classification, comparison/contrast and cause/effect; **include formatting, graphics and multimedia when useful to aiding comprehension** (analysis).
- c. **Develop the topic** (analysis) *with relevant facts, definitions, concrete details, quotations or other information and examples* (comprehension).
- d. *Use appropriate* (comprehension) **TRANSITIONS** (content) to clarify the relationships among ideas and concepts (analysis).
- e. *Use precise language and domain-specific vocabulary to inform about or explain the topic* (comprehension).
- f. **Establish and maintain a formal style** (analysis).
- g. **Provide a concluding statement or section** (analysis) *that follows from the information or explanation presented* (comprehension).
- h. With some guidance, **develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach, focusing on how well purpose and audience have been addressed** (analysis).

Composition, Grade 6, Standard 3



Guiding Principle for Composition

Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Progression

C.5.3	C.6.3	C.7.3
Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters. d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage 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. c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters. d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. e. Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events. f. Provide a conclusion that follows from and reflects on the narrated experiences or events. g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Multidimensionality

Compose (analysis) **NARRATIVES** (content) **to develop real or imagined** (analysis) *experiences or multiple events, memories or ideas* (comprehension) **using effective technique, relevant descriptive details and well-structured event sequences** (analysis).

- a. **Produce clear and coherent writing in which the development, organization and style** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. **Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically** (analysis).
- c. **Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters** (analysis).
- d. *Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another* (comprehension).
- e. *Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events* (comprehension).
- f. **Provide a conclusion that follows from the narrated experiences or events** (analysis).
- g. With guidance, **develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach** (analysis).

Composition, Grade 6, Standard 4



Guiding Principle for Composition

Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Progression

C.5.4	C.6.4	C.7.4
With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

Multidimensionality

Use (comprehension) **DIGITAL RESOURCES (content)** to create and publish products as well as to interact and collaborate with others (analysis); *cite sources using MLA or APA format (comprehension).*

Composition, Grade 6, Standard 5



Guiding Principle for Composition

Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Progression

C.5.5	C.6.5	C.7.5
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Multidimensionality

Conduct short (analysis) **RESEARCH (content)** projects to answer a question (analysis), *drawing on several sources (comprehension).*

Composition, Grade 6, Standard 6



Guiding Principle for Composition

Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Progression

C.5.6	C.6.6	C.7.6
Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work, and provide a list of sources.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

Multidimensionality

Gather relevant information from multiple print and digital sources (comprehension); assess the credibility of each source; and, in order to reflect or interpret (analysis), QUOTE OR PARAPHRASE DATA AND CONCLUSIONS OF OTHERS (content), avoiding plagiarism by providing in-text and bibliographic MLA or APA citation (comprehension).

Composition, Grade 6, Standard 7



Guiding Principle for Composition

Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Progression

C.5.7	C.6.7	C.7.7
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Multidimensionality

Compose routinely over extended time frames and shorter time frames (analysis) for a variety of tasks, purposes and audiences (comprehension).

Language

Conventions of General American English

L.6.1	In both written and oral expression: a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from General American English and implement strategies to improve expression in academic language.
L.6.2	When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors.

Knowledge of Language

L.6.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Vary sentence patterns for meaning, reader/listener interest and style. b. Maintain consistency in style and tone.
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Vocabulary Acquisition and Use

L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. 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.
L.6.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.

Language, Grade 6, Standard 1

 Guiding Principle for Language

Students will demonstrate command of the conventions of General American English grammar and usage when writing and speaking.

Progression

L.5.1	L.6.1	L.7.1
When writing or speaking, demonstrate command of the conventions of General American English grammar and usage. a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions.	In both written and oral expression: a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from General American English and implement strategies to improve expression in academic language.	In both written and oral expression: a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

Multidimensionality

In both written and oral expression (analysis):

- a. *Recognize vague pronouns and correct pronoun errors* (comprehension), including but not limited to **SUBJECTIVE, OBJECTIVE, POSSESSIVE AND INTENSIVE PRONOUNS** (content).
- b. *Recognize and correct inappropriate shifts in* (comprehension) **PRONOUN** (content) *number and person* (comprehension).
- c. *Recognize* (comprehension) **VARIATIONS FROM GENERAL AMERICAN ENGLISH** (content) *and implement strategies to improve expression in conventional language* (analysis).

Language, Grade 6, Standard 2

 Guiding Principle for Language

Students will demonstrate command of the conventions of General American English capitalization, punctuation and spelling when writing.

Progression

L.5.2	L.6.2	L.7.2
When writing: a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

Multidimensionality

When writing (analysis):

- a. *Demonstrate appropriate use* (comprehension) of **PUNCTUATION (COMMAS, PARENTHESES, DASHES) TO SET OFF NONRESTRICTIVE/PARENTHETICAL ELEMENTS** (content).
- b. *Demonstrate appropriate use of strategies to identify and correct spelling errors* (comprehension).

Language, Grade 6, Standard 3



Guiding Principle for Language

Students will 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.

Progression

L.5.3	L.6.3	L.7.3
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Vary sentence patterns for meaning, reader/listener interest and style. b. Maintain consistency in style and tone.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Multidimensionality

Use knowledge of language and its conventions (comprehension) **when writing, speaking, reading or listening** (analysis).

- a. **Vary sentence patterns for meaning, reader/listener interest and style** (analysis).
- b. **Maintain consistency in style and tone** (analysis).

Language, Grade 6, Standard 4

Guiding Principle for Language

 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be postsecondary ready.

Progression

L.5.4	L.6.4	L.7.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. 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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. 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.

Multidimensionality

Determine or clarify the meaning of unknown and multiple-meaning words and phrases (comprehension) based on grade 6 reading and content, choosing flexibly from an array of strategies (analysis).

a. **Use context** (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) **as a clue to the meaning of a word or phrase (analysis).**

b. **Use (analysis) GREEK AND LATIN AFFIXES AND ROOTS (content) as clues to the meaning of a word (analysis).**

c. *Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases (comprehension).*

d. **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 (analysis).**

Language, Grade 6, Standard 5



Guiding Principle for Language

Students will demonstrate understanding of word relationships and nuances in word meanings.

Progression

L.5.5	L.6.5	L.7.5
Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding. c. Distinguish among the connotations of words with similar denotations.

Multidimensionality

- Demonstrate understanding of figurative language, word relationships and nuances in word meanings** (analysis).
- a. **Interpret** (analysis) **FIGURATIVE LANGUAGE** (content), including but not limited to **PERSONIFICATION** (content), **in context** (analysis).
 - b. **Use the relationship between particular words to better understand each of the words** (analysis).
 - c. **Distinguish among the** (analysis) **CONNOTATIONS OF WORDS WITH SIMILAR DENOTATIONS** (content).

Grade 7

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Reading Standards for Literature

Key Ideas and Details	
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 themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.
RL.7.3	Analyze how particular elements of a story or drama influence one another.
Craft and Structure	
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 on a passage.
RL.7.5	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.
RL.7.6	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.
Integration of Knowledge and Ideas	
RL.7.7	Compare and contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.
RL.7.8	<i>Not applicable to literature</i>
RL.7.9	Compare and contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.
Range of Reading and Level of Text Complexity	
RL.7.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Reading Literature, Grade 7, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RL.6.1	RL.7.1	RL.8.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Multidimensionality

CITE SEVERAL PIECES OF TEXTUAL EVIDENCE (content) **to support analysis of** (analysis) *what the text says explicitly* (comprehension) as well as **inferences drawn** (analysis) from the text.

Reading Literature, Grade 7, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RL.6.2	RL.7.2	RL.8.2
Analyze how the text reflects the theme by citing textual evidence, using direct quoting and summarizing.	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.

Multidimensionality

Determine (analysis) **THEMES** (content) **of a text and analyze their development** (analysis) *through citing textual evidence, paraphrasing or summarizing* (comprehension).

Reading Literature, Grade 7, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RL.6.3	RL.7.3	RL.8.3
Describe how a particular story’s or drama’s plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.	Analyze how particular elements of a story or drama influence one another.	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.

Multidimensionality

Analyze how (analysis) particular (comprehension) ELEMENTS OF A STORY OR DRAMA (content) influence one another (analysis).

Reading Literature, Grade 7, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RL.6.4	RL.7.4	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 a specific word choice on meaning and tone.	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 on a passage.	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 but not limited to analogies or allusions to other texts.

Multidimensionality

Determine the meaning of words and phrases (comprehension) as they are used in a text, including figurative and connotative meanings; analyze the impact of (analysis) RHYMES AND OTHER REPETITIONS OF SOUNDS (content) on a passage.

Reading Literature, Grade 7, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RL.6.5	RL.7.5	RL.8.5
Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of the text.	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.

Multidimensionality

Analyze how the (analysis) *form or (comprehension) STRUCTURE (content) of a drama, poem or prose text (comprehension) contributes to its meaning (analysis).*

Reading Literature, Grade 7, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RL.6.6	RL.7.6	RL.8.6
Explain how an author develops the perspective of the narrator or speaker in a text.	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.

Multidimensionality

Analyze how an author develops and contrasts (analysis) the *PERSPECTIVE (content) of different characters or narrators (comprehension) in a text.*

Reading Literature, Grade 7, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RL.6.7	RL.7.7	RL.8.7
Compare and contrast reading a print text and viewing its visual/oral presentation.	Compare and contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.	Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.

Multidimensionality

Compare and contrast (analysis) *reading a print text and viewing its visual/oral presentation* (comprehension), **analyzing the effects of** (analysis) **TECHNIQUES UNIQUE TO EACH MEDIUM** (content).

Reading Literature, Grade 7, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RL.6.8	RL.7.8	RL.8.8
<i>Not applicable to literature</i>	<i>Not applicable to literature</i>	<i>Not applicable to literature</i>

Multidimensionality

Not applicable to literature

Reading Literature, Grade 7, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RL.6.9	RL.7.9	RL.8.9
Compare and contrast how various forms or genres of texts approach a similar theme or topic.	Compare and contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.

Multidimensionality

Compare and contrast (analysis) a **FICTIONAL PORTRAYAL** and **A HISTORICAL ACCOUNT OF THE SAME PERIOD** (content) *as a means to understand how authors use history* (comprehension).

Reading Literature, Grade 7, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RL.6.10	RL.7.10	RL.8.10
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) **apply** (analysis) *background knowledge along with a variety of comprehension strategies* (comprehension) **to understand and analyze** (analysis) **GRADE-APPROPRIATE, COMPLEX LITERARY TEXT** (content) **independently** (analysis).

Reading Standards for Informational Text

Key Ideas and Details

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 central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.
RI.7.3	Analyze the interactions between individuals, events and ideas over the course of a text.

Craft and Structure

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 word choices on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

RI.7.7	Compare and contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience.
RI.7.8	Identify 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 present key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity

RI.7.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.
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Reading Informational Text, Grade 7, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RI.6.1	RI.7.1	RI.8.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Multidimensionality

CITE SEVERAL PIECES OF TEXTUAL EVIDENCE (content) to **support analysis** (analysis) of *what the text says explicitly* (comprehension) as well as **inferences drawn** (analysis) from the text.

Reading Informational Text, Grade 7, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RI.6.2	RI.7.2	RI.8.2
Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.

Multidimensionality

Determine (analysis) **CENTRAL IDEAS** (content) of a text and **analyze their development** (analysis) through *citing textual evidence, paraphrasing or summarizing* (comprehension).

Reading Informational Text, Grade 7, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RI.6.3	RI.7.3	RI.8.3
Analyze in detail how an author develops a key individual, event or idea over the course of a text.	Analyze the interactions between individuals, events and ideas over the course of a text.	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.

Multidimensionality

Analyze the (analysis) INTERACTIONS BETWEEN INDIVIDUALS, EVENTS AND IDEAS (content) over the course of a text (comprehension).

Reading Informational Text, Grade 7, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RI.6.4	RI.7.4	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 a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choices on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.

Multidimensionality

Determine the meaning of words and phrases (comprehension) as they are used in a text, including figurative, connotative (analysis) and technical (comprehension) meanings; analyze the impact of (analysis) WORD CHOICES (content) on meaning and (analysis) TONE (content).

Reading Informational Text, Grade 7, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RI.6.5	RI.7.5	RI.8.5
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.	Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.	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.

Multidimensionality

Analyze (analysis) the **STRUCTURE (content)** *an author uses (comprehension)* to organize a text, including how the different sections contribute to the whole and to the development of the ideas (analysis).

Reading Informational Text, Grade 7, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RI.6.6	RI.7.6	RI.8.6
Determine an author’s perspective and purpose in a text, and explain how it is conveyed in a text.	Determine an author’s perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	Determine an author’s perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Multidimensionality

Determine an author’s (comprehension) **PERSPECTIVE** and **PURPOSE (content)** in a text, and analyze how the author distinguishes his or her position from that of others (analysis).

Reading Informational Text, Grade 7, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RI.6.7	RI.7.7	RI.8.7
Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	Compare and contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience.	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.

Multidimensionality

Compare and contrast a print to a non-print version of a text, analyzing (analysis) *each media's* (comprehension) **PORTRAYAL OF THE SUBJECT (content)** and its **impact on the audience (analysis)**.

Reading Informational Text, Grade 7, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RI.6.8	RI.7.8	RI.8.8
Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.	Identify 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.	Identify 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.

Multidimensionality

Identify (comprehension) and **evaluate** (analysis) the **ARGUMENT (content)** and **specific** (analysis) **CLAIMS (content)** in a text, **assessing whether the reasoning is sound and the** (analysis) **EVIDENCE (content) is relevant and sufficient to support the** (analysis) **CLAIMS (content)**.

Reading Informational Text, Grade 7, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RI.6.9	RI.7.9	RI.8.9
Compare and contrast how two or more authors present similar events.	Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.

Multidimensionality

Analyze **how** (analysis) **TWO OR MORE AUTHORS WRITING ABOUT THE SAME TOPIC** (content) *present key information* (comprehension) **by emphasizing different evidence or advancing different interpretations of facts** (analysis).

Reading Informational Text, Grade 7, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RI.6.10	RI.7.10	RI.8.10
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) **apply** (analysis) *background knowledge along with a variety of comprehension strategies* (comprehension) **to understand and analyze** (analysis) **GRADE-APPROPRIATE, COMPLEX INFORMATIONAL TEXT** (content) **independently** (analysis).

Composition

Text Types and Purpose

C.7.1	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use transitions to create cohesion and clarify the relationships among claims. e. Establish and maintain a task-appropriate writing style. f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, 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.
C.7.2	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. With some guidance, 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.

Text Types and Purpose

C.7.3

Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Engage 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.
- c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
- d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
- e. Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- f. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Production and Distribution

C.7.4

Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

Research to Build and Present Knowledge

C.7.5

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

C.7.6

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

Range of Writing

C.7.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Composition, Grade 7, Standard 1



Guiding Principle for Composition

Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progression

C.6.1	C.7.1	C.8.1
Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge opposing claims and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use transitions to create cohesion and clarify the relationships among claims. e. Establish and maintain a task-appropriate writing style. f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, 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.	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. e. Establish and maintain a task-appropriate writing style. f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, 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.

Multidimensionality

Compose (analysis) **ARGUMENTS** (content) to support claims with clear reasons and relevant evidence (analysis).

- a. **Produce clear and coherent writing in which the development, organization and style** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. **Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically** (analysis).
- c. **Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources** (analysis) and *demonstrating an understanding of the topic or text* (comprehension).
- d. *Use* (comprehension) **TRANSITIONS** (content) *to create cohesion and clarify the relationships among claims* (comprehension).
- e. **Establish and maintain a task-appropriate writing style** (analysis).
- f. **Provide a concluding statement or section that supports the argument presented** (analysis).
- g. With some guidance, **develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach, focusing on how well purpose and audience have been addressed** (analysis).

Composition, Grade 7, Standard 2



Guiding Principle for Composition

Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Progression

C.6.2	C.7.2	C.8.2
Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. d. Use appropriate transitions to clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from the information or explanation presented. h. With some guidance, 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.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. With some guidance, 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.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. With some guidance, 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.

Multidimensionality

Compose (analysis) **INFORMATIVE AND/OR EXPLANATORY TEXTS** (content) to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content (analysis).

- a. **Produce clear and coherent writing in which the development, organization and style** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. *Introduce a topic clearly* (comprehension); **organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension** (analysis).
- c. **Develop the topic with relevant** (analysis) *facts, definitions, concrete details, quotations or other information and examples* (comprehension).
- d. *Use appropriate* (comprehension) **TRANSITIONS** (content) *to create cohesion and clarify the relationships among ideas and concepts* (comprehension).
- e. *Use precise language and domain-specific vocabulary to inform about or explain the topic* (comprehension).
- f. **Establish and maintain a formal style** (analysis).
- g. **Provide a concluding statement or section that follows from and supports the information or explanation presented** (analysis).
- h. With some guidance, **develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach, focusing on how well purpose and audience have been addressed** (analysis).

Composition, Grade 7, Standard 3



Guiding Principle for Composition

Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Progression

C.6.3	C.7.3	C.8.3
Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing d. description, to develop experiences, events and/or characters. e. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. f. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. g. Provide a conclusion that follows from the narrated experiences or events. h. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage 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. c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters. d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. e. Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events. f. Provide a conclusion that follows from and reflects on the narrated experiences or events. g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing. g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Multidimensionality

Compose (analysis) **NARRATIVES** (content) to develop real or imagined (analysis) *experiences or multiple events, memories or ideas* (comprehension) using effective technique, relevant descriptive details and well-structured event sequences (analysis).

- a. **Produce clear and coherent writing in which the development, organization and style** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. **Engage 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** (analysis).
- c. **Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters** (analysis).
- d. *Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another* (comprehension).
- e. *Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events* (comprehension).
- f. **Provide a conclusion that follows from and reflects on the narrated experiences or events** (analysis).
- g. With guidance, **develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach** (analysis).

Composition, Grade 7, Standard 4



Guiding Principle for Composition

Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Progression

C.6.4	C.7.4	C.8.4
Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

Multidimensionality

Use (comprehension) **DIGITAL RESOURCES (content)** to create and publish products as well as to interact and collaborate with others (analysis); *cite sources using MLA or APA format (comprehension).*

Composition, Grade 7, Standard 5



Guiding Principle for Composition

Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Progression

C.6.5	C.7.5	C.8.5
Conduct short research projects to answer a question, drawing on several sources.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.

Multidimensionality

Conduct short (analysis) RESEARCH (content) projects to answer a question (analysis), drawing on several sources (comprehension) and generating additional related, focused questions for further research and investigation (analysis).

Composition, Grade 7, Standard 6



Guiding Principle for Composition

Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Progression

C.6.6	C.7.6	C.8.6
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

Multidimensionality

Gather relevant information from multiple print and digital sources, using search terms effectively (comprehension); assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis (analysis), QUOTE OR PARAPHRASE DATA AND CONCLUSIONS OF OTHERS (content), avoiding plagiarism by providing in-text and bibliographic MLA or APA citation (comprehension).

Composition, Grade 7, Standard 7



Guiding Principle for Composition

Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Progression

C.6.7	C.7.7	C.8.7
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Multidimensionality

Compose routinely over extended time frames (analysis) and shorter time frames for a variety of tasks, purposes and audiences (comprehension).

Language

Conventions of General American English

- | | |
|--------------|--|
| L.7.1 | <p>In both written and oral expression:</p> <ul style="list-style-type: none"> a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. |
|--------------|--|

- | | |
|--------------|---|
| L.7.2 | <p>When writing:</p> <ul style="list-style-type: none"> a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. |
|--------------|---|

Knowledge of Language

- | | |
|--------------|---|
| L.7.3 | <p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|--------------|---|

Vocabulary Acquisition and Use

- | | |
|--------------|--|
| L.7.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. 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. |
|--------------|--|

- | | |
|--------------|---|
| L.7.5 | <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding. c. Distinguish among the connotations of words with similar denotations. |
|--------------|---|

Language, Grade 7, Standard 1



Guiding Principle for Language

Students will demonstrate command of the conventions of General American English grammar and usage when writing and speaking.

Progression

L.6.1	L.7.1	L.8.1
In both written and oral expression: a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from General American English and implement strategies to improve expression in conventional language.	In both written and oral expression: a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.	In both written and oral expression: a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.

Multidimensionality

In both written and oral expression (analysis):

a. *Create sentences using correctly placed* (comprehension) **CLAUSES AND PHRASES** (content).

b. *Demonstrate appropriate use of* (comprehension) **SIMPLE, COMPOUND, COMPLEX AND COMPOUND-COMPLEX SENTENCES** (content) **to signal differing relationships among ideas** (analysis).

Language, Grade 7, Standard 2



Guiding Principle for Language

Students will demonstrate command of the conventions of General American English capitalization, punctuation and spelling when writing.

Progression

L.6.2	L.7.2	L.8.2
When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an omission. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

Multidimensionality

When writing (analysis):

- a. Demonstrate appropriate use of a (comprehension) COMMA TO SEPARATE COORDINATE ADJECTIVES (content).
- b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors (comprehension).

Language, Grade 7, Standard 3



Guiding Principle for Language

Students will 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.

Progression

L.6.3	L.7.3	L.8.3
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Vary sentence patterns for meaning, reader/listener interest and style. b. Maintain consistency in style and tone.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).

Multidimensionality

- Use knowledge of language and its conventions* (comprehension) **when writing, speaking, reading or listening** (analysis).
- a. **Choose language that expresses ideas precisely and concisely** (analysis), *recognizing and eliminating wordiness and redundancy* (comprehension).

Language, Grade 7, Standard 4

Guiding Principle for Language

 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be postsecondary ready.

Progression

L.6.4	L.7.4	L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. 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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. 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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. 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.

Multidimensionality

Determine or clarify the meaning of unknown and multiple-meaning words and phrases (comprehension) based on grade 7 reading and content, **choosing flexibly from an array of strategies (analysis)**.

a. **Use context** (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) **as a clue to the meaning of a word or phrase (analysis)**.

b. **Use (analysis) GREEK AND LATIN AFFIXES AND ROOTS (content) as clues to the meaning of a word (analysis)**.

c. *Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases (comprehension)*.

d. **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 (analysis)**.

Language, Grade 7, Standard 5



Guiding Principle for Language

Students will demonstrate understanding of word relationships and nuances in word meanings.

Progression

L.6.5	L.7.5	L.8.5
Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding. c. Distinguish among the connotations of words with similar denotations.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to irony, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.

Multidimensionality

- Demonstrate understanding of; figurative language, word relationships and nuances in word meanings** (analysis).
- a. **Interpret figurative language** (analysis), including but not limited to **ALLUSIONS** (content), **in context** (analysis).
 - b. **Use the relationship between particular words to improve understanding** (analysis).
 - c. **Distinguish among the** (analysis) **CONNOTATIONS** (content) **of words with similar** (analysis) **DENOTATIONS** (content).

Grade 8

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Reading Standards for Literature

Key Ideas and Details	
RL.8.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.
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	
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 but not limited to 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 characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.
Integration of Knowledge and Ideas	
RL.8.7	Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.
RL.8.8	<i>Not applicable to literature</i>
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, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity	
RL.8.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Reading Literature, Grade 8, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RL.7.1	RL.8.1	RL.9-10.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Multidimensionality

CITE RELEVANT TEXTUAL EVIDENCE (content) to **support analysis** (analysis) of *what the text says explicitly* (comprehension) as well as **inferences drawn** (analysis) from the text.

Reading Literature, Grade 8, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RL.7.2	RL.8.2	RL.9-10.2
Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Multidimensionality

Determine (analysis) **THEMES** (content) of a text, and **analyze how they are developed through relationships of characters, setting and plot** (analysis), *citing textual evidence, paraphrasing or summarizing* (comprehension).

Reading Literature, Grade 8, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RL.7.3	RL.8.3	RL.9-10.3
Analyze how particular elements of a story or drama influence one another.	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.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.

Multidimensionality

Analyze how (analysis) particular (comprehension) **LINES OF DIALOGUE OR INCIDENTS IN A STORY OR DRAMA (content)** propel the action, reveal aspects of a character or provoke a decision (analysis).

Reading Literature, Grade 8, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RL.7.4	RL.8.4	RL.9-10.4
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 on a passage.	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 but not limited to analogies or allusions to other texts.	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.

Multidimensionality

Determine the meaning of words and phrases (comprehension) as they are used in a text, including figurative and connotative meanings; analyze the impact of specific (analysis) **WORD CHOICES (content)** on meaning and (analysis) **TONE (content)**, including but not limited to **ANALOGIES** or **ALLUSIONS (content)** to other texts.

Reading Literature, Grade 8, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RL.7.5	RL.8.5	RL.9-10.5
Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	Analyze how an author’s choices concerning text structure, order of details, sequence and manipulation of time (e.g., flashback, pacing) create effects (e.g., emotional impact, character development).

Multidimensionality

Compare and contrast (analysis) *the structure of two or more texts* (comprehension) and analyze how the differing (analysis) **STRUCTURE OF EACH TEXT (content) contributes to its meaning and style** (analysis).

Reading Literature, Grade 8, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RL.7.6	RL.8.6	RL.9-10.6
Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	Analyze characters’ and readers’ perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.	Analyze how authors’ perspectives or cultural experiences are reflected in works of world literature from various historical contexts.

Multidimensionality

Analyze characters’ and readers’ (analysis) **PERSPECTIVES (content)** and *how the differences* (comprehension) **create effects** (analysis), including but not limited to **SUSPENSE, HUMOR AND EMPATHY (content)**.

Reading Literature, Grade 8, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RL.7.7	RL.8.7	RL.9-10.7
Compare and contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.	Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.	Analyze the impact of the representation of a subject or a key scene in different print and non-print mediums and evaluate what is emphasized or omitted in each treatment.

Multidimensionality

Analyze the extent to which a (analysis) FILMED/LIVE PRODUCTION OF A STORY OR DRAMA (content) stays faithful to or departs from the text or script (comprehension), evaluating choices made by the director or actors (analysis).

Reading Literature, Grade 8, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RL.7.8	RL.8.8	RL.9-10.8
Not applicable to literature	Not applicable to literature	Not applicable to literature

Multidimensionality

Not applicable to literature

Reading Literature, Grade 8, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RL.7.9	RL.8.9	RL.9-10.9
Compare and contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.	Analyze two or more texts from different time periods to evaluate the impact of authors' approaches to similar themes or topics.

Multidimensionality

Analyze how a (analysis) MODERN WORK OF FICTION (content) draws on (analysis) THEMES, PATTERNS OF EVENTS OR CHARACTER TYPES (content) from (analysis) MYTHS, TRADITIONAL STORIES OR RELIGIOUS WORKS (content), including *describing how the material is rendered new* (comprehension).

Reading Literature, Grade 8, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RL.7.10	RL.8.10	RL.9-10.10
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) apply (analysis) *background knowledge along with a variety of comprehension strategies* (comprehension) to understand and analyze (analysis) GRADE-APPROPRIATE, COMPLEX LITERARY TEXT (content) independently (analysis).

Reading Standards for Informational Text

Key Ideas and Details	
RI.8.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
RI.8.3	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.
Craft and Structure	
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.
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 and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas	
RI.8.7	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.
RI.8.8	Identify 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 two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.
Range of Reading and Level of Text Complexity	
RI.8.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Reading Informational Text, Grade 8, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RI.7.1	RI.8.1	RI.9-10.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Multidimensionality

CITE RELEVANT TEXTUAL EVIDENCE (content) to support **analysis** (analysis) of *what the text says explicitly* (comprehension) as well as **inferences drawn** (analysis) from the text.

Reading Informational Text, Grade 8, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RI.7.2	RI.8.2	RI.9-10.2
Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

Multidimensionality

Determine (analysis) **CENTRAL IDEAS** (content) of a text, and **analyze how they are developed through relationships of** (analysis) *key details, citing textual evidence, paraphrasing or summarizing* (comprehension).

Reading Informational Text, Grade 8, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RI.7.3	RI.8.3	RI.9-10.3
Analyze the interactions between individuals, events and ideas over the course of a text.	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

Multidimensionality

Analyze how an author uses (analysis) **COMPARISONS, ANALOGIES OR CATEGORIES (content)** to make connections among and distinctions between ideas over the course of a text (comprehension).

Reading Informational Text, Grade 8, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RI.7.4	RI.8.4	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 impact of word choices on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	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.

Multidimensionality

Determine the meaning of words and phrases (comprehension) as they are used in text, including **figurative, connotative (analysis)** and **technical (comprehension) meanings; analyze the impact of specific (analysis) WORD CHOICES (content) on meaning and (analysis) TONE (content).**

Reading Informational Text, Grade 8, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RI.7.5	RI.8.5	RI.9-10.5
Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.

Multidimensionality

Analyze in detail the (analysis) **STRUCTURE OF A SPECIFIC PARAGRAPH (content)** in a text, including the role of particular sentences in developing and refining (analysis) *a key concept (comprehension)*.

Reading Informational Text, Grade 8, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RI.7.6	RI.8.6	RI.9-10.6
Determine an author’s perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	Determine an author’s perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Determine an author’s point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

Multidimensionality

Determine an author’s (comprehension) **PERSPECTIVE** and **PURPOSE (content)** in a text, and **analyze how the author acknowledges and responds to conflicting evidence or viewpoints (analysis)**.

Reading Informational Text, Grade 8, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RI.7.7	RI.8.7	RI.9-10.7
Compare and contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience.	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.	Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.

Multidimensionality

Evaluate the advantages and disadvantages of using (analysis) **PRINT AND NON-PRINT FORMATS (content)** for presenting particular (analysis) *topics or ideas (comprehension)*.

Reading Informational Text, Grade 8, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RI.7.8	RI.8.8	RI.9-10.8
Identify 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.	Identify 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.	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.

Multidimensionality

Identify (comprehension) and **evaluate (analysis)** the **ARGUMENT (content)** and **specific (analysis) CLAIMS (content)** in a text, **assessing whether the reasoning is sound and the (analysis) EVIDENCE (content) is relevant and sufficient (analysis);** *recognize when irrelevant evidence is introduced (comprehension)*.

Reading Informational Text, Grade 8, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RI.7.9	RI.8.9	RI.9-10.9
Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.	Analyze documents of historical and literary significance, including how they address related themes and concepts.

Multidimensionality

Analyze (analysis) **TWO OR MORE TEXTS WITH CONFLICTING INFORMATION ON THE SAME TOPIC (content)**, and *identify where the texts disagree in fact or interpretation (comprehension)*.

Reading Informational Text, Grade 8, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RI.7.10	RI.8.10	RI.9-10.10
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) **apply (analysis)** *background knowledge along with a variety of comprehension strategies (comprehension)* **to understand and analyze (analysis)** **GRADE-APPROPRIATE, COMPLEX INFORMATIONAL TEXT (content)** **independently (analysis)**.

Composition

Text Types and Purpose

C.8.1	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. e. Establish and maintain a task-appropriate writing style. f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, 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.
C.8.2	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. With some guidance, 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.

Text Types and Purpose

C.8.3

- Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
 - Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.
 - Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
 - Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.
 - With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Production and Distribution

C.8.4

Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

Research to Build and Present Knowledge

C.8.5

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.

C.8.6

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

Range of Writing

C.8.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Composition, Grade 8, Standard 1



Guiding Principle for Composition

Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progression

C.7.1	C.8.1	C.9-10.1
Compose arguments to support claims with clear reasons and relevant evidence. - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. - Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically. - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. - Use transitions to create cohesion and clarify the relationships among claims. - Establish and maintain a task-appropriate writing style. - Provide a concluding statement or section that supports the argument presented. - With some guidance, 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.	Compose arguments to support claims with clear reasons and relevant evidence. - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. - Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them and organize the reasons and evidence logically. - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. - Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. - Establish and maintain a task-appropriate writing style. - Provide a concluding statement or section that supports the argument presented. - With some guidance, 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.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. - Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence. - Establish and maintain a task-appropriate writing style. - Provide a concluding statement or section that follows and supports the argument presented. - 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.

Multidimensionality

Compose (analysis) **ARGUMENTS** (content) to support claims with clear reasons and relevant evidence (analysis).

- a. **Produce clear and coherent writing in which the development, organization and style** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. **Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them and organize the reasons and evidence logically** (analysis).
- c. **Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and** (analysis) *demonstrating an understanding of the topic or text* (comprehension).
- d. *Use* (comprehension) **TRANSITIONS** (content) *to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence* (comprehension).
- e. **Establish and maintain a task-appropriate writing style** (analysis).
- f. **Provide a concluding statement or section that supports the argument presented** (analysis).
- g. With some guidance, **develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach, focusing on how well purpose and audience have been addressed** (analysis).

Composition, Grade 8, Standard 2



Guiding Principle for Composition

Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Progression

C.7.2	C.8.2	C.9-10.2
Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. With some guidance, 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.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. With some guidance, 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.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. a. Produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. 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.

Multidimensionality

Compose (analysis) **INFORMATIVE AND/OR EXPLANATORY TEXTS** (content) to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content (analysis).

- a. **Produce clear and coherent writing in which the development, organization and style** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. *Introduce a topic clearly* (comprehension); **organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension** (analysis).
- c. **Develop the topic with relevant** (analysis) *facts, definitions, concrete details, quotations or other information and examples* (comprehension).
- d. *Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts* (comprehension).
- e. *Use precise language and domain-specific vocabulary to inform about or explain the topic* (comprehension).
- f. **Establish and maintain a formal style** (analysis).
- g. **Provide a concluding statement or section that follows from and supports the information or explanation presented** (analysis).
- h. With some guidance, **develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach, focusing on how well purpose and audience have been addressed** (analysis).

Composition, Grade 8, Standard 3



Guiding Principle for Composition

Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Progression

C.7.3	C.8.3	C.9-10.3
Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage 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. c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters. d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. e. Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events. f. Provide a conclusion that follows from and reflects on the narrated experiences or events. g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing. g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose. b. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing. g. 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.

Multidimensionality

Use (analysis) **NARRATIVES (content)** strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose (analysis).

- a. **Produce clear and coherent writing in which the development, organization and style** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. **Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events** (analysis).
- c. **Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters** (analysis).
- d. *Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events* (comprehension).
- e. *Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events* (comprehension).
- f. **Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing** (analysis).
- g. With guidance, **develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach** (analysis).

Composition, Grade 8, Standard 4



Guiding Principle for Composition

Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Progression

C.7.4	C.8.4	C.9-10.4
Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

Multidimensionality

Use (comprehension) **DIGITAL RESOURCES (content)** to create and publish products as well as to interact and collaborate with others (analysis); *cite sources using MLA or APA format (comprehension)*.

Composition, Grade 8, Standard 5



Guiding Principle for Composition

Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Progression

C.7.5	C.8.5	C.9-10.5
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Multidimensionality

Conduct short (analysis) RESEARCH (content) projects to answer a question (including a self-generated question) (analysis), *drawing on several sources (comprehension) and generating new avenues for inquiry (analysis)*.

Composition, Grade 8, Standard 6



Guiding Principle for Composition

Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Progression

C.7.6	C.8.6	C.9-10.6
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Multidimensionality

*Gather relevant information from multiple print and digital sources, using search terms effectively (comprehension); **assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects (analysis), QUOTE OR PARAPHRASE THE DATA AND CONCLUSIONS OF OTHERS (content), while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation (comprehension).***

Composition, Grade 8, Standard 7



Guiding Principle for Composition

Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Progression

C.7.7	C.8.7	C.9-10.7
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Multidimensionality

Compose routinely over extended time frames and shorter time frames (analysis) for a variety of tasks, purposes and audiences (comprehension).

Language

Conventions of General American English	
L.8.1	In both written and oral expression: a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.
L.8.2	When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an omission. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.
Knowledge of Language	
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
Vocabulary Acquisition and Use	
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. 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.
L.8.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to irony, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.

Language, Grade 8, Standard 1



Guiding Principle for Language

Students will demonstrate command of the conventions of General American English grammar and usage when writing and speaking.

Progression

L.7.1	L.8.1	L.9-10.1
In both written and oral expression: a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.	In both written and oral expression: a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.	In both written and oral expression: a. Demonstrate appropriate use of parallel structure. b. Demonstrate task-appropriate use of phrases and clauses to communicate purpose, develop structure and add variety.

Multidimensionality

In both written and oral expression (analysis):

a. *Identify (comprehension) VERBALS (content) correctly based on their intended function (comprehension).*

b. *Demonstrate appropriate use of (comprehension) VERBS IN THE ACTIVE AND PASSIVE VOICE (content).*

c. *Demonstrate appropriate use of (comprehension) VERBS IN THE INDICATIVE, IMPERATIVE, INTERROGATIVE, CONDITIONAL AND SUBJUNCTIVE MOOD (content), while recognizing and correcting inappropriate shifts (comprehension).*

Language, Grade 8, Standard 2

 Guiding Principle for Language

Students will demonstrate command of the conventions of General American English capitalization, punctuation and spelling when writing.

Progression

L.7.2	L.8.2	L.9-10.2
When writing: a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an omission. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

Multidimensionality

When writing (analysis):

- a. *Demonstrate appropriate use* (comprehension) of **PUNCTUATION TO INDICATE A PAUSE OR BREAK** (content).
- b. *Demonstrate appropriate use* (comprehension) of an **ELLIPSIS TO INDICATE AN OMISSION** (content).
- c. *Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors* (comprehension).

Language, Grade 8, Standard 3



Guiding Principle for Language

Students will 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.

Progression

L.7.3	L.8.3	L.9-10.3
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Multidimensionality

Use knowledge of language and its conventions (comprehension) **when writing, speaking, reading or listening** (analysis).

a. *Use* (comprehension) **VERBS IN THE ACTIVE AND PASSIVE VOICE AND IN THE CONDITIONAL AND SUBJUNCTIVE MOOD** (content) **to achieve particular effects** (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact) (analysis).

Language, Grade 8, Standard 4

Guiding Principle for Language

 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be postsecondary ready.

Progression

L.7.4	L.8.4	L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. 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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. 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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be postsecondary ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Multidimensionality

Determine or clarify the meaning of unknown and multiple-meaning words and phrases (comprehension) based on grade 8 reading and content, choosing flexibly from an array of strategies (analysis).

a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) **as a clue to the meaning of a word or phrase** (analysis).

b.

Use (comprehension) GREEK AND LATIN AFFIXES AND ROOTS (content) as clues to the meaning of a word (analysis).

c.

Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases (comprehension).

d.

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 (analysis).

Language, Grade 8, Standard 5



Guiding Principle for Language

Students will demonstrate understanding of word relationships and nuances in word meanings.

Progression

L.7.5	L.8.5	L.9-10.5
Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding. c. Distinguish among the connotations of words with similar denotations.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to irony, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.

Multidimensionality

Demonstrate understanding of figurative language, word relationships and nuances in word meanings (analysis).

- a. Interpret figurative language (analysis), including but not limited to IRONY (content), in context (analysis).
- b. Use the relationship between particular words to better understand each of the words (analysis).
- c. Distinguish among the (analysis) CONNOTATIONS (content) of words with similar (analysis) DENOTATIONS (content).

Grade 9-12 Overview

Overview

The *Kentucky Academic Standards for Reading and Writing* defines what students should understand and be able to do by the end of each grade. The grade-specific standards are a cumulative progression from kindergarten through grade 12 that enables students to become postsecondary ready by the end of high school. The grade-level standards provide specificity and context for the appropriate application of the Guiding Principles. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings in preceding grades and work steadily toward meeting the broader expectations described by the Guiding Principles. These standards are not a set of instructional or assessment tasks, but rather statements of what students should be able to do after instruction.

The *KAS for Reading and Writing* should be approached holistically as different texts and tasks have different demands.¹⁷ “To extract and construct meaning, readers must gain access to multiple processes that are shaped by the interactions of the reader, text, task and context. Students should construct products by using appropriate language and cognitive processes.”¹⁸ Moreover, standards, comprehension strategies and background knowledge should be bundled and used flexibly to understand texts and respond to them appropriately.

Reading (RL and RI)

Reading comprehension is shaped by what the reader brings to the text, by the demands of the text, and by the purpose for reading. To meet expectations in grades 9 through 12, students must read widely and deeply from a broad range of high quality, increasingly challenging literary and informational print and non-print texts and text sets from diverse cultures, time periods and disciplines, including all content areas. As standard 10 indicates, by moving from less to more complex texts within the same content or topic, students will accumulate necessary background knowledge and vocabulary prior to encountering the most challenging, grade-appropriate texts and tasks. Students must deepen their habits of reading closely, and teachers must provide them with guidance and direction using text-dependent questions and tasks that will lead to both explicit and inferential understanding of grade-level, complex texts.

In high school, students continue to build reading stamina, knowledge of themselves and the world and mastery of comprehension strategies, such as questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge and determining importance.¹⁹ As students become more comfortable deploying background knowledge and strategies in service of comprehension across all content areas, the RL and RI standards work together to support students towards a variety of reading skills to analyze complex syntax, vocabulary and ideas. Students are expected to read closely to analyze authors' choices. They must cite relevant and thorough evidence to support analysis of how themes, central ideas and other elements are developed over the course of texts. Students also analyze how authors create and use effects, such as word choice, structure, point of view and perspective and rhetoric, within texts in order

¹⁷ Liben, M. & Pimentel, S. (2021). Placing text at the center of the standards-aligned ELA classroom. *Student Achievement Partners*. <https://achievethecore.org/content/upload/Text-at-the-Center-Report-V5.pdf>

¹⁸ Hennessy, N. (2021). *The reading comprehension blueprint: Helping students make meaning from text*. Paul H. Brooks Publishing Co.

¹⁹ Willingham, D. (2006). The usefulness of brief instruction in reading comprehension strategies. *American Educator*, Winter 2006-2007. <https://www.aft.org/sites/default/files/media/2014/CogSci.pdf>

to impact the reader/audience. A critical focus is on the domain of evaluation. Students must be equipped to evaluate text structures, diverse media interpretations and accounts of subjects as well as arguments, claims, evidence and reasoning. The intentional and repeated practice of these skills allows students to develop a strong standard of coherence. Standard of coherence is the expectation that what one reads should make sense²⁰, and throughout grades 9 through 12, students continue acquiring analytical discussion and writing skills to support deep comprehension of the texts and topics studied.²¹

Composition (C)

Within these standards, students may use a combination of print, non-print, digital and multimodal resources to compose a variety of argument, informative/explanatory, narrative and research products in both short and extended time frames. Students must gather, evaluate, synthesize and cite sources to develop and organize clear, coherent products that are appropriate to task, purpose and audience. Students must write in both short and extended time frames. In high school, students will use narratives strategically in other modes of writing. Emphasis should be placed on text-based and evidence-based writing experiences. Text-based writing greatly benefits reading comprehension by encouraging students to review and reflect on what they have read.²² Reading and writing should be viewed as complementary, or reciprocal, learning rather than as separate subjects, with explicit instruction in different phases of the writing process grounded in the texts and topics studied.²³ These standards and the Interdisciplinary Literacy Practices require teachers to move beyond assigning writing and towards *teaching* writing to help students employ the writing process for various purposes and audiences to become effective, independent communicators.

Language (L)

Within these standards, students must demonstrate control over the conventions of General American English. They must come to appreciate that language is as much a matter of craft as of rules and be able to choose words, syntax and punctuation to express themselves and achieve intended effects. Students will determine and clarify the meaning of words and phrases, including figurative language, denotations and connotations. They must also have extensive vocabularies, enabling them to comprehend complex texts and engage in purposeful writing and conversation. Using the Interdisciplinary Literacy Practices to develop skills in a logical progression, students demonstrate competency of these standards in the context of authentic reading, writing, speaking and listening tasks.

²⁰ Oudega, M. & van den Broek, P. (2018). Standards of coherence in reading: Variations in processing and comprehension of comprehension of text. In *Deep comprehension: Multidisciplinary approaches to understanding, enhancing, and measuring comprehension* (pp. 41-51). Routledge.

²¹ Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

²² Graham, S. & Hebert, M. (2010). *Writing to read: Evidence for how writing can improve*. Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education. https://media.carnegie.org/filer_public/9d/e2/9de20604-a055-42da-bc00-77da949b29d7/ccny_report_2010_writing.pdf?_gl=1*1936pi*_gcl_au*NjQzNDU4NDU2LjE3Mzg3NTA3NDU4.

²³ Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). *Teaching secondary students to write effectively* (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov>.

Interdisciplinary Literacy Practices

The Interdisciplinary Literacy Practices are fundamental to fostering an environment that goes beyond teaching and learning isolated skills. This literacy-rich environment focuses on the larger vision and objective of empowering independent, lifelong learners who think deeply and critically about text. The Practices should not be confused as additional standards, but they should guide teachers in providing intentional opportunities for students to practice the behaviors of a literate citizen.



Grades 9-10

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Reading Standards for Literature

Key Ideas and Details

RL.9-10.1	Cite relevant 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 over the course of the text, including how it emerges and is shaped and refined by specific details.
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 themes.

Craft and Structure

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 text structure, order of details, sequence and manipulation of time (e.g., flashback, pacing) create effects (e.g., emotional impact, character development).
RL.9-10.6	Analyze how authors' perspectives or cultural experiences are reflected in works of world literature from various historical contexts.

Integration of Knowledge and Ideas

RL.9-10.7	Analyze the impact of the representation of a subject or a key scene in different print and non-print mediums and evaluate what is emphasized or omitted in each treatment.
RL.9-10.8	<i>Not applicable to literature</i>
RL.9-10.9	Analyze two or more texts from different time periods to evaluate the impact of authors' approaches to similar themes or topics.

Range of Reading and Level of Text Complexity

RL.9-10.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.
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Reading Literature, Grades 9-10, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RL.8.1	RL.9-10.1	RL.11-12.1
Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Multidimensionality

CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE (content) to **support analysis** (analysis) of *what the text says explicitly* (comprehension) as well as **inferences drawn** (analysis) from the text.

Reading Literature, Grades 9-10, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RL.8.2	RL.9-10.2	RL.11-12.2
Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

Multidimensionality

Determine (analysis) a **THEME OR CENTRAL IDEA** (content) of a text and **analyze in detail its development** (analysis) *over the course of the text* (comprehension), **including how it emerges and is shaped and refined by specific details** (analysis).

Reading Literature, Grades 9-10, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RL.8.3	RL.9-10.3	RL.11-12.3
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.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.	Analyze the impact of the author’s choices over the course of a text regarding how to develop and relate elements of a story or drama.

Multidimensionality

Analyze how (analysis) **COMPLEX CHARACTERS** (content) **develop** (analysis) *over the course of a text* (comprehension), **interact with other characters** and **advance the plot** or **develop themes** (analysis).

Reading Literature, Grades 9-10, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RL.8.4	RL.9-10.4	RL.11-12.4
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 but not limited to analogies or allusions to other texts.	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.	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 and on the text as a whole.

Multidimensionality

Determine the meaning of words and phrases (comprehension) as they are used in the text, including **figurative and connotative meanings**; **analyze the cumulative impact of specific** (analysis) **WORD CHOICES** (content) **on meaning and** (analysis) **TONE** (content).

Reading Literature, Grades 9-10, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RL.8.5	RL.9-10.5	RL.11-12.5
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.	Analyze how an author’s choices concerning text structure, order of details, sequence and manipulation of time (e.g., flashback, pacing) create effects (e.g., emotional impact, character development).	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.

Multidimensionality

Analyze how an author’s choices concerning (analysis) *text (comprehension)* **STRUCTURE, ORDER OF DETAILS, SEQUENCE AND MANIPULATION OF TIME (E.G., FLASHBACK, PACING)** (content) **create effects (e.g., emotional impact, character development)** (analysis).

Reading Literature, Grades 9-10, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RL.8.6	RL.9-10.6	RL.11-12.6
Analyze characters’ and readers’ perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.	Analyze how authors’ perspectives or cultural experiences are reflected in works of world literature from various historical contexts.	Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.

Multidimensionality

Analyze how authors’ (analysis) **PERSPECTIVES OR CULTURAL EXPERIENCES** (content) **are reflected in works** (analysis) *of world literature from various historical contexts (comprehension)*.

Reading Literature, Grades 9-10, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RL.8.7	RL.9-10.7	RL.11-12.7
Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.	Analyze the impact of the representation of a subject or a key scene in different print and non-print mediums and evaluate what is emphasized or omitted in each treatment.	Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.

Multidimensionality

Analyze the impact of the (analysis) REPRESENTATION OF A SUBJECT OR A KEY SCENE IN DIFFERENT PRINT AND NON-PRINT MEDIUMS (content) and evaluate (analysis) what is emphasized or omitted in each treatment (comprehension).

Reading Literature, Grades 9-10, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RL.8.8	RL.9-10.8	RL.11-12.8
Not applicable to literature	Not applicable to literature	Not applicable to literature

Multidimensionality

Not applicable to literature

Reading Literature, Grades 9-10, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RL.8.9	RL.9-10.9	RL.11-12.9
Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.	Analyze two or more texts from different time periods to evaluate the impact of authors' approaches to similar themes or topics.	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.

Multidimensionality

Analyze (analysis) **TWO OR MORE TEXTS** (content) from different time periods **to evaluate** (analysis) *the impact of authors' approaches to similar themes and topics* (comprehension).

Reading Literature, Grades 9-10, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RL.8.10	RL.9-10.10	RL.11-12.10
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) **apply** (analysis) *background knowledge along with a variety of comprehension strategies* (comprehension) **to understand and analyze** (analysis) **GRADE-APPROPRIATE, COMPLEX LITERARY TEXT** (content) **independently** (analysis).

Reading Standards for Informational Text

Key Ideas and Details

RI.9-10.1	Cite relevant 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 central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

Craft and Structure

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 point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.9-10.7	Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.
RI.9-10.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; 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.

Range of Reading and Level of Text Complexity

RI.9-10.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.
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Reading Informational Text, Grades 9-10, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RI.8.1	RI.9-10.1	RI.11-12.1
Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Multidimensionality

CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE (content) to support **analysis (analysis)** of *what the text says explicitly (comprehension)* as well as **inferences drawn (analysis)** from the text.

Reading Informational Text, Grades 9-10, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RI.8.2	RI.9-10.2	RI.11-12.2
Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.	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 produce a complex account.

Multidimensionality

Determine (analysis) **CENTRAL IDEAS (content)** of a text and **analyze in detail their development (analysis)** *over the course of the text (comprehension)*, including **how they emerge and are shaped and refined by specific details (analysis)**.

Reading Informational Text, Grades 9-10, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RI.8.3	RI.9-10.3	RI.11-12.3
Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.	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.

Multidimensionality

Analyze how the author unfolds (analysis) **AN ANALYSIS OR SERIES OF IDEAS OR EVENTS (content)** *over the course of a text*, including *the order in which the points are made (comprehension)*, **how they are introduced and developed** and **the connections that are drawn between them (analysis)**.

Reading Informational Text, Grades 9-10, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RI.8.4	RI.9-10.4	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 the impact of specific word choices on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Multidimensionality

Determine the meaning of words and phrases (comprehension) as they are used in a text, including **figurative, connotative (analysis)** and *technical (comprehension) meanings*; **analyze the cumulative impact of specific (analysis) WORD CHOICES (content) on meaning and (analysis) TONE (content)**.

Reading Informational Text, Grades 9-10, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RI.8.5	RI.9-10.5	RI.11-12.5
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

Multidimensionality

Analyze in detail how an author’s (analysis) **IDEAS OR CLAIMS (content)** are developed and refined by (analysis) *particular sentences, paragraphs or larger portions of a text (comprehension)*.

Reading Informational Text, Grades 9-10, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RI.8.6	RI.9-10.6	RI.11-12.6
Determine an author’s perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Determine an author’s point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.	Determine an author’s point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

Multidimensionality

Determine an author’s (comprehension) **POINT OF VIEW, PERSPECTIVE and PURPOSE (content)** in a text, and **analyze how an author uses (analysis) RHETORIC (content) to advance that point of view or purpose (analysis)**.

Reading Informational Text, Grades 9-10, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RI.8.7	RI.9-10.7	RI.11-12.7
Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.	Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.	Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.

Multidimensionality

Analyze various accounts of (analysis) **A SUBJECT PRESENTED IN DIFFERENT PRINT AND NON-PRINT FORMATS** (content), *determining which details are emphasized in each account* (comprehension).

Reading Informational Text, Grades 9-10, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RI.8.8	RI.9-10.8	RI.11-12.8
Identify 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.	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.

Multidimensionality

Evaluate the (analysis) **ARGUMENT** (content), **specific** (analysis) **CLAIMS** and **EVIDENCE** (content) **in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence** (analysis); *identify false statements and* (comprehension) **FALLACIOUS REASONING** (content).

Reading Informational Text, Grades 9-10, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RI.8.9	RI.9-10.9	RI.11-12.9
Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.	Analyze documents of historical and literary significance, including how they address related themes and concepts.	Analyze documents of historical and literary significance, including how they address related themes and concepts.

Multidimensionality

Analyze (analysis) DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE (content), including how they address (analysis) related (comprehension) THEMES (content) and concepts (analysis).

Reading Informational Text, Grades 9-10, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RI.8.10	RI.9-10.10	RI.11-12.10
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Multidimensionality

Routinely and flexibly develop and (comprehension) apply (analysis) background knowledge along with a variety of comprehension strategies (comprehension) to understand and analyze (analysis) GRADE-APPROPRIATE, COMPLEX INFORMATIONAL TEXT (content) independently (analysis).

Composition

Text Types and Purpose

C.9-10.1	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence. e. Establish and maintain a task-appropriate writing style. f. Provide a concluding statement or section that follows and supports the argument presented. g. 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.
C.9-10.2	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. a. Produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. 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.

Text Types and Purpose

C.9-10.3

- Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
 - Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - Use precise words and phrases, telling details
 - sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
 - Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
 - 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.

Production and Distribution

C.9-10.4

Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

Research to Build and Present Knowledge

C.9-10.5

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

C.9-10.6

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Range of Writing

C.9-10.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Composition, Grades 9-10, Standard 1



Guiding Principle for Composition

Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progression

C.8.1	C.9-10.1	C.11-12.1
Compose arguments to support claims with clear reasons and relevant evidence. - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. - Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them and organize the reasons and evidence logically. - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. - Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. - Establish and maintain a task-appropriate writing style. - Provide a concluding statement or section that supports the argument presented. - With some guidance, 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.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. - Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence. - Establish and maintain a task-appropriate writing style. - Provide a concluding statement or section that follows and supports the argument presented. - 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.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. - 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. - Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases. - 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 opposing claims. - Establish and maintain a task-appropriate writing style. - Provide a concluding statement or section that follows from and supports the argument presented. - 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.

Multidimensionality

Compose (analysis) **ARGUMENTS** (content) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (analysis).

- a. **Produce clear and coherent writing in which the development, organization and style** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. **Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence** (analysis).
- c. **Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns** (analysis).
- d. *Link the major sections of the text cohesively and clarify the relationships among claims(s), counterclaims, reasons and evidence* (comprehension).
- e. **Establish and maintain a task-appropriate writing style** (analysis).
- f. **Provide a concluding statement or section that follows from and supports the argument presented** (analysis).
- g. **Develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience** (analysis).

Composition, Grades 9-10, Standard 2



Guiding Principle for Composition

Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Progression

C.8.2	C.9-10.2	C.11-12.2
Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. - Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the information or explanation presented. - With some guidance, 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.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. - Produce writing in which the development and organization are appropriate to task and purpose. - Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension. - 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. - Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. - Use precise language and domain-specific vocabulary to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the information or explanation presented. - 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.	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. - Introduce a topic; 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. - 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. - 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. - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the information or explanation presented. - 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.

Multidimensionality

Compose (analysis) **INFORMATIVE AND/OR EXPLANATORY TEXTS** (content) **to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content** (analysis).

- a. **Produce writing in which the development and organization** (analysis) *are appropriate to task and purpose* (comprehension).
- b. *Introduce a topic* (comprehension); **organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension** (analysis).
- c. **Develop the topic with well-chosen, relevant and sufficient** (analysis) *facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic* (comprehension).
- d. *Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts* (comprehension).
- e. *Use precise language and domain-specific vocabulary to manage the complexity of the topic* (comprehension).
- f. **Establish and maintain a formal style and objective tone** (analysis) *while attending to the norms and conventions of the discipline in which they are composing* (comprehension).
- g. **Provide a concluding statement or section that follows from and supports the information or explanation presented** (analysis).
- h. **Develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience** (analysis).

Composition, Grades 9-10, Standard 3



Guiding Principle for Composition

Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Progression

C.8.3	C.9-10.3	C.11-12.3
Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. - Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. - Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. - Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. - Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing. - With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. - Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose. - Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. - Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. - Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing. - 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.	Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. - Engage and orient the reader by setting up a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. - 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. - Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. - Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing. - 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.

Multidimensionality

Use (analysis) **NARRATIVES (content)** strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim (analysis).

- a. **Produce clear and coherent writing in which the development, organization and style** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. **Engage and orient the reader by setting up a problem, situation or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events** (analysis).
- c. **Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters** (analysis).
- d. *Use a variety of techniques to sequence events so that they build on one another to create a coherent whole* (comprehension).
- e. *Use precise words and phrases, telling details and sensory language* (comprehension) **to convey a vivid picture** (analysis) *of the experiences, events, setting and/or characters* (comprehension).
- f. **Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing** (analysis).
- g. **Develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (analysis).

Composition, Grades 9-10, Standard 4



Guiding Principle for Composition

Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Progression

C.8.4	C.9-10.4	C.11-12.4
Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

Multidimensionality

Use (comprehension) DIGITAL RESOURCES (content) to create, publish and update individual or shared products (analysis), taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources (comprehension).

Composition, Grades 9-10, Standard 5



Guiding Principle for Composition

Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Progression

C.8.5	C.9-10.5	C.11-12.5
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Multidimensionality

Conduct short as well as more sustained (analysis) RESEARCH (content) 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 (analysis), demonstrating understanding of the subject under investigation (comprehension).

Composition, Grades 9-10, Standard 6



Guiding Principle for Composition

Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Progression

C.8.6	C.9-10.6	C.11-12.6
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	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 selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Multidimensionality

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively (comprehension); assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas (analysis), avoiding plagiarism and following a standard format for citation (comprehension).

Composition, Grades 9-10, Standard 7



Guiding Principle for Composition

Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Progression

C.8.7	C.9-10.7	C.11-12.7
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.

Multidimensionality

Compose routinely over extended time frames and shorter time frames (analysis) for a variety of tasks, purposes and audiences (comprehension).

Language

Conventions of General American English	
L.9-10.1	In both written and oral expression: a. Demonstrate appropriate use of parallel structure. b. Demonstrate task-appropriate use of phrases and clauses to communicate purpose, develop structure and add variety.
L.9-10.2	When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.
Knowledge of Language	
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
Vocabulary Acquisition and Use	
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be postsecondary ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.9-10.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.

Language, Grades 9-10, Standard 1



Guiding Principle for Language

Students will demonstrate command of the conventions of General American English grammar and usage when writing and speaking.

Progression

L.8.1	L.9-10.1	L.11-12.1
In both written and oral expression: a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.	In both written and oral expression: a. Demonstrate appropriate use of parallel structure. b. Demonstrate task-appropriate use of phrases and clauses to communicate purpose, develop structure and add variety.	In both written and oral expression: a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested. b. Resolve issues of complex or contested usage, consulting references as needed.

Multidimensionality

In both written and oral expression (analysis):

a. *Demonstrate appropriate use of (comprehension)* **PARALLEL STRUCTURE (content)**.

b. *Demonstrate task-appropriate use of (comprehension)* **PHRASES and CLAUSES (content) to communicate purpose, develop structure and add variety (analysis)**.

Language, Grades 9-10, Standard 2



Guiding Principle for Language

Students will demonstrate command of the conventions of General American English capitalization, punctuation and spelling when writing.

Progression

L.8.2	L.9-10.2	L.11-12.2
When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an omission. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate command of the conventions of General American English capitalization, punctuation and spelling when writing.

Multidimensionality

When writing (analysis):

- a. *Demonstrate appropriate use (comprehension)* of a SEMICOLON WITH AND WITHOUT A CONJUNCTIVE ADVERB TO LINK TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES (content).
- b. *Demonstrate appropriate use (comprehension)* of a COLON TO INTRODUCE A LIST OR QUOTATION (content).
- c. *Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors (comprehension).*

Language, Grades 9-10, Standard 3



Guiding Principle for Language

Students will 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.

Progression

L.8.3	L.9-10.3	L.11-12.3
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. a. Apply an understanding of syntax to the study of complex texts when reading. b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.

Multidimensionality

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

a. **Write** (analysis) *and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type* (comprehension).

Language, Grades 9-10, Standard 4

Guiding Principle for Language



Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be postsecondary ready.

Progression

L.8.4	L.9-10.4	L.11-12.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. 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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be postsecondary ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibility from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at postsecondary readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Multidimensionality

Determine or clarify the meaning of unknown and multiple-meaning words and phrases (comprehension) based on grades 9-10 reading and content, **choosing flexibly from an array of strategies (analysis)**.

- Use context (analysis)** (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) **as a clue to the meaning of a word or phrase (analysis)**.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (comprehension)*.
- Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech (comprehension)*.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be postsecondary ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression (analysis)**.

Language, Grades 9-10, Standard 5



Guiding Principle for Language

Students will demonstrate understanding of word relationships and nuances in word meanings.

Progression

L.8.5	L.9-10.5	L.11-12.5
Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to irony, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text. b. Analyze nuances in the meaning of words with similar denotations.

Multidimensionality

Demonstrate understanding of figurative language, word relationships and nuances in word meanings (analysis).

- a. Interpret (analysis) FIGURES OF SPEECH (content) in context (analysis), including but not limited to EUPHEMISM and OXYMORON (content), and analyze their rhetorical function (analysis) in the text.
- b. Analyze nuances in the meaning of words with similar denotations (analysis).

Grades 11-12

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Reading Standards for Literature

Key Ideas and Details	
RL.11-12.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
RL.11-12.3	Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama.
Craft and Structure	
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 cumulative impact of specific word choices on meaning and tone and on the text as a whole.
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 how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.
Integration of Knowledge and Ideas	
RL.11-12.7	Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.
RL.11-12.8	<i>Not applicable to literature</i>
RL.11-12.9	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	
RL.11-12.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.

Reading Literature, Grades 11-12, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RL.9-10.1	RL.11-12.1	
Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

Multidimensionality

CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE (content) to **support analysis** (analysis) of *what the text says explicitly* (comprehension) as well as **inferences drawn** (analysis) from the text.

Reading Literature, Grades 11-12, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RL.9-10.2	RL.11-12.2	
Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.	

Multidimensionality

Determine (analysis) **TWO OR MORE THEMES OR CENTRAL IDEAS** (content) of a text and **analyze their development** (analysis) *over the course of the text* (comprehension), including **how they interact and build on one another to produce** (analysis) *a complex account* (comprehension).

Reading Literature, Grades 11-12, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RL.9-10.3	RL.11-12.3	
Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.	Analyze the impact of the author’s choices over the course of a text regarding how to develop and relate elements of a story or drama.	

Multidimensionality

Analyze the (analysis) **IMPACT OF THE AUTHOR’S CHOICES (content)** *over the course of a text (comprehension)* regarding how to develop and relate elements of a story or drama (analysis).

Reading Literature, Grades 11-12, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RL.9-10.4	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 cumulative impact of specific word choices on meaning and tone.	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 and on the text as a whole.	

Multidimensionality

Determine the meaning of words and phrases (comprehension) as they are used in the text, including **figurative and connotative meanings; analyze the cumulative impact of specific (analysis) WORD CHOICES (content) on meaning and (analysis) TONE (content)** and on *the text as a whole (comprehension)*.

Reading Literature, Grades 11-12, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RL.9-10.5	RL.11-12.5	
Analyze how an author’s choices concerning text structure, order of details, sequence and manipulation of time (e.g., flashback, pacing) create effects (e.g., emotional impact, character development).	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.	

Multidimensionality

Analyze how an author’s choices concerning (analysis) *how to* (comprehension) **STRUCTURE SPECIFIC PARTS OF A TEXT** (content) **contribute to its** (analysis) *overall structure* (comprehension) **and meaning as well as its aesthetic impact** (analysis).

Reading Literature, Grades 11-12, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RL.9-10.6	RL.11-12.6	
Analyze how authors’ perspectives or cultural experiences are reflected in works of world literature from various historical contexts.	Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.	

Multidimensionality

Analyze how (analysis) **POINT OF VIEW AND PERSPECTIVE** (content) **are used to manipulate the reader for a specific purpose or effect** (analysis), including but not limited to **SATIRE, SARCASM, IRONY AND UNDERSTATEMENT** (content).

Reading Literature, Grades 11-12, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RL.9-10.7	RL.11-12.7	
Analyze the impact of the representation of a subject or a key scene in different print and non-print mediums and evaluate what is emphasized or omitted in each treatment.	Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.	

Multidimensionality

Analyze (analysis) **DIVERSE MEDIA INTERPRETATIONS OF A STORY, DRAMA OR POEM (content)**, **evaluating how** (analysis) *each version interprets the source text (comprehension)*.

Reading Literature, Grades 11-12, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RL.9-10.8	RL.11-12.8	
<i>Not applicable to literature</i>	<i>Not applicable to literature</i>	

Multidimensionality

Not applicable to literature

Reading Literature, Grades 11-12, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RL.9-10.9	RL.11-12.9	
Analyze two or more texts from different time periods to evaluate the impact of authors' approaches to similar themes or topics.	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.	

Multidimensionality

Demonstrate knowledge of various time periods (comprehension) **to analyze how** (analysis) **TWO OR MORE TEXTS FROM THE SAME PERIOD** (content) **treat similar themes or topics** (analysis).

Reading Literature, Grades 11-12, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RL.9-10.10	RL.11-12.10	
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.	

Multidimensionality

Routinely and flexibly develop and (comprehension) **apply** (analysis) *background knowledge along with a variety of comprehension strategies* (comprehension) **to understand and analyze** (analysis) **GRADE-APPROPRIATE, COMPLEX LITERARY TEXT** (content) **independently** (analysis).

Reading Standards for Informational Text

Key Ideas and Details	
RI.11-12.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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 produce a complex account.
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	
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 over the course of a text.
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
RI.11-12.6	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
Integration of Knowledge and Ideas	
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.
RI.11-12.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.
RI.11-12.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.
Range of Reading and Level of Text Complexity	
RI.11-12.10	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Reading Informational Text, Grades 11-12, Standard 1



Guiding Principle for Reading Literature and Informational Text

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Progression

RI.9-10.1	RI.11-12.1	
Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

Multidimensionality

CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE (content) to **support analysis** (analysis) of *what the text says explicitly* (comprehension) as well as **inferences drawn** (analysis) from the text.

Reading Informational Text, Grades 11-12, Standard 2



Guiding Principle for Reading Literature and Informational Text

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Progression

RI.9-10.2	RI.11-12.2	
Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.	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 produce a complex account.	

Multidimensionality

Determine (analysis) **TWO OR MORE CENTRAL IDEAS OF A TEXT** (content) and **analyze their development** (analysis) *over the course of the text* (comprehension), including **how they interact and build on one another to produce a complex account** (analysis).

Reading Informational Text, Grades 11-12, Standard 3



Guiding Principle for Reading Literature and Informational Text

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Progression

RI.9-10.3	RI.11-12.3	
Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.	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.	

Multidimensionality

Analyze a (analysis) **COMPLEX SET OF IDEAS OR SEQUENCE OF EVENTS (content)** and explain how specific individuals, ideas or events interact and develop (analysis) *over the course of the text (comprehension)*.

Reading Informational Text, Grades 11-12, Standard 4



Guiding Principle for Reading Literature and Informational Text

Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Progression

RI.9-10.4	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 the cumulative impact of specific word choices on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	

Multidimensionality

Determine the meaning of words and phrases (comprehension) as they are used in a text, including **figurative, connotative, (analysis)** and *technical (comprehension) meanings; analyze how an author uses and refines (analysis) THE MEANING OF A KEY TERM OR TERMS (content) over the course of a text (comprehension)*.

Reading Informational Text, Grades 11-12, Standard 5



Guiding Principle for Reading Literature and Informational Text

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Progression

RI.9-10.5	RI.11-12.5	
Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.	

Multidimensionality

Analyze and evaluate the effectiveness of (analysis) *the structure an author uses* (comprehension) in his or her **EXPOSITION** or **ARGUMENT** (content).

Reading Informational Text, Grades 11-12, Standard 6



Guiding Principle for Reading Literature and Informational Text

Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Progression

RI.9-10.6	RI.11-12.6	
Determine an author’s point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.	Determine an author’s point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.	

Multidimensionality

Determine an author’s (comprehension) **POINT OF VIEW, PERSPECTIVE** and **PURPOSE** (content) in a text in which the **RHETORIC** (content) is particularly effective, **analyzing how style and** (analysis) *content* (comprehension) **contribute to the effectiveness of the text** (analysis).

Reading Informational Text, Grades 11-12, Standard 7



Guiding Principle for Reading Literature and Informational Text

Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Progression

RI.9-10.7	RI.11-12.7	
Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.	Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.	

Multidimensionality

Integrate and evaluate (analysis) **MULTIPLE SOURCES OF INFORMATION** (content) *presented in different print and non-print formats* (comprehension) **in order to address a question or solve a problem** (analysis).

Reading Informational Text, Grades 11-12, Standard 8



Guiding Principle for Reading Literature and Informational Text

Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Progression

RI.9-10.8	RI.11-12.8	
Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.	

Multidimensionality

Evaluate the (analysis) **ARGUMENT** (content), **specific** (analysis) **CLAIMS** and **EVIDENCE** (content) **in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and** (analysis) **FALLACIOUS REASONING** (content).

Reading Informational Text, Grades 11-12, Standard 9



Guiding Principle for Reading Literature and Informational Text

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression

RI.9-10.9	RI.11-12.9	
Analyze documents of historical and literary significance, including how they address related themes and concepts.	Analyze documents of historical and literary significance, including how they address related themes and concepts.	

Multidimensionality

Analyze (analysis) DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE (content) for their themes, purposes and rhetorical features (analysis).

Reading Informational Text, Grades 11-12, Standard 10



Guiding Principle for Reading Literature and Informational Text

Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

Progression

RI.9-10.10	RI.11-12.10	
Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.	

Multidimensionality

Routinely and flexibly develop and (comprehension) apply (analysis) background knowledge along with a variety of comprehension strategies (comprehension) to understand and analyze (analysis) GRADE-APPROPRIATE, COMPLEX LITERARY TEXT (content) independently (analysis).

Composition

Text Types and Purpose

C.11-12.1	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. - 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. - Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases. - 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 opposing claims. - Establish and maintain a task-appropriate writing style. - Provide a concluding statement or section that follows from and supports the argument presented. - 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.
C.11-12.2	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. - Introduce a topic; 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. - 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. - 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. - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the information or explanation presented. - 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.

Text Types and Purpose

C.11-12.3

Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Engage and orient the reader by setting up a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
- e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
- g. 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.

Production and Distribution

C.11-12.4

Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

Research to Build and Present Knowledge

C.11-12.5

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

C.11-12.6

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 selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Range of Writing

C.11-12.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Composition, Grades 11-12, Standard 1



Guiding Principle for Composition

Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progression

C.9-10.1	C.11-12.1	
Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. d. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence. e. Establish and maintain a task-appropriate writing style. f. Provide a concluding statement or section that follows and supports the argument presented. g. 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.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. 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. c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases. d. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims. e. Establish and maintain a task-appropriate writing style. f. Provide a concluding statement or section that follows from and supports the argument presented. g. 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.	

Multidimensionality

Compose (analysis) **ARGUMENTS** (content) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (analysis).

- a. **Produce clear and coherent writing in which the development, organization and style** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. **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** (analysis).
- c. **Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases** (analysis).
- d. *Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims* (comprehension).
- e. **Establish and maintain a task-appropriate writing style** (analysis).
- f. **Provide a concluding statement or section that follows from and supports the argument presented** (analysis).
- g. **Develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience** (analysis).

Composition, Grades 11-12, Standard 2



Guiding Principle for Composition

Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Progression

C.9-10.2	C.11-12.2	
Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. a. Produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. 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.	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic; 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. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. 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.	

Multidimensionality

Compose (analysis) **INFORMATIVE/EXPLANATORY TEXTS (content)** to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and of content (analysis).

- a. **Produce clear and coherent writing in which the development, organization and style** (analysis) *are appropriate to task, purpose and audience* (comprehension).
- b. *Introduce a topic* (comprehension); **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** (analysis).
- c. **Develop the topic thoroughly by selecting the most significant and relevant** (analysis) *facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic* (comprehension).
- d. *Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts* (comprehension).
- e. *Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic* (comprehension).
- f. **Establish and maintain a formal style and objective tone** (analysis) *while attending to the norms and conventions of the discipline in which they are writing* (comprehension).
- g. **Provide a concluding statement or section that follows from and supports the information or explanation presented** (analysis).
- h. **Develop and strengthen writing as needed by planning, revising** (analysis), *editing* (comprehension), **rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience** (analysis).

Composition, Grades 11-12, Standard 3



Guiding Principle for Composition

Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Progression

C.9-10.3	C.11-12.3	
Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose. b. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. f. Provide a conclusion that explicitly connects the narrative’s relevance to the intended purpose of the writing. g. 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.	Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage and orient the reader by setting up a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. f. Provide a conclusion that explicitly connects the narrative’s relevance to the intended purpose of the writing. g. 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.	

Multidimensionality

Use (analysis) **NARRATIVES (content)** strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim (analysis).

- a. **Produce clear and coherent writing in which the development, organization and style (analysis) *are appropriate to task, purpose and audience (comprehension).***
- b. **Engage and orient the reader by setting out a problem, situation or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events (analysis).**
- c. **Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters (analysis).**
- d. *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 (comprehension).*
- e. *Use precise words and phrases, telling details and sensory language (comprehension) to convey a vivid picture (analysis) of the experiences, events, setting and/or characters (comprehension).*
- f. **Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing (analysis).**
- g. **Develop and strengthen writing as needed by planning, revising (analysis), *editing (comprehension),* rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (analysis).**

Composition, Grades 11-12, Standard 4



Guiding Principle for Composition

Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Progression

C.9-10.4	C.11-12.4	
Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	

Multidimensionality

Use (comprehension) DIGITAL RESOURCES (content) to create, publish and update individual or shared products (analysis), taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources (comprehension).

Composition, Grades 11-12, Standard 5



Guiding Principle for Composition

Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Progression

C.9-10.5	C.11-12.5	
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	

Multidimensionality

Conduct short as well as more sustained (analysis) RESEARCH (content) 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 (analysis), demonstrating understanding of the subject under investigation (comprehension).

Composition, Grades 11-12, Standard 6



Guiding Principle for Composition

Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Progression

C.9-10.6	C.11-12.6	
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	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 selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	

Multidimensionality

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively (comprehension); assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source (analysis) and following a standard format for citation (comprehension).

Composition, Grades 11-12, Standard 7



Guiding Principle for Composition

Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Progression

C.9-10.7	C.11-12.7	
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	

Multidimensionality

Compose routinely over extended time frames and shorter time frames (analysis) for a variety of task, purposes and audiences (comprehension).

Language

Conventions of General American English	
L.11-12.1	In both written and oral expression: a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested. b. Resolve issues of complex or contested usage, consulting references as needed.
L.11-12.2	When writing: a. Demonstrate command of the conventions of General American English capitalization, punctuation and spelling when writing.
Knowledge of Language	
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. a. Apply an understanding of syntax to the study of complex texts when reading. b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.
Vocabulary Acquisition and Use	
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibility from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the postsecondary readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.11-12.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text. b. Analyze nuances in the meaning of words with similar denotations.

Language, Grades 11-12, Standard 1



Guiding Principle for Language

Students will demonstrate command of the conventions of General American English grammar and usage when writing and speaking.

Progression

L.9-10.1	L.11-12.1	
In both written and oral expression: a. Demonstrate appropriate use of parallel structure. b. Demonstrate task-appropriate use of phrases and clauses to communicate purpose, develop structure and add variety.	In both written and oral expression: a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested. b. Resolve issues of complex or contested usage, consulting references as needed.	

Multidimensionality

- In both written and oral expression (analysis):
- a. *Demonstrate the understanding that usage is a matter of convention* (comprehension), **can change over time and may be contested** (analysis).
 - b. **Resolve issues of complex or contested usage** (analysis), *consulting references as needed* (comprehension).

Language, Grades 11-12, Standard 2



Guiding Principle for Language

Students will demonstrate command of the conventions of General American English capitalization, punctuation and spelling when writing.

Progression

L.9-10.2	L.11-12.2	
When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate command of the conventions of General American English capitalization, punctuation and spelling when writing.	

Multidimensionality

When writing (analysis):

- a. *Demonstrate command of the* (comprehension) CONVENTIONS OF GENERAL AMERICAN ENGLISH CAPITALIZATION, PUNCTUATION AND SPELLING (content).

Language, Grades 11-12, Standard 3



Guiding Principle for Language

Students will 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.

Progression

L.9-10.3	L.11-12.3	
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. a. Apply an understanding of syntax to the study of complex texts when reading. b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.	

Multidimensionality

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

Language, Grades 11-12, Standard 4

Guiding Principle for Language

 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be postsecondary ready.

Progression

L.9-10.4	L.11-12.4	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be postsecondary ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the postsecondary readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Multidimensionality

Determine or clarify the meaning of unknown and multiple-meaning words and phrases (comprehension) based on grades 11-12 reading and content, **choosing flexibly from an array of strategies (analysis)**.

a. **Use context (analysis)** (e.g., the overall meaning of a sentence, paragraph or text; a word’s position or function in a sentence) **as a clue to the meaning of a word or phrase (analysis)**.

b. *Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (comprehension)*.

c. *Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech (comprehension)*.

d. **Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the postsecondary readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression (analysis)**.

Language, Grades 11-12, Standard 5



Guiding Principle for Language

Students will demonstrate understanding of word relationships and nuances in word meanings.

Progression

L.9-10.5	L.11-12.5	
Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text. b. Analyze nuances in the meaning of words with similar denotations.	

Multidimensionality

- Demonstrate understanding of figurative language, word relationships and nuances in word meanings** (analysis).
- a. **Interpret** (analysis) **FIGURES OF SPEECH** (content) **in context** (analysis), including but not limited to **HYPERBOLE** and **PARADOX** (content), and **analyze their rhetorical function in the text** (analysis).
 - b. **Analyze nuances in the meaning of words with similar denotations** (analysis).

Appendix

Advisory Panels and Review Committee

The writing team, composed of current reading and writing K-12 teachers, university professors and community members, represented both rural and urban settings from regions throughout the Commonwealth. The classroom teachers had multiple years of teaching experience in a variety of courses and grade-levels, and they were used in the standards revision process according to their certification. Additionally, the selected writers served in many roles in their schools. To ensure fidelity to the standards, the writing committee provided feedback at all stages of the revision process. The writing and review committee members listed below represented Kentucky's best as evidenced by their countless qualifications.

Reading and Writing Advisory Panels (AP)

Briana Adams, *Carter County*
Rebecca Bailey, *Morgan County*
Tonya Cabral, *Jefferson County*
Cara Caudill, *Jefferson County*
Micki Clark, *Dawson Springs Independent*
Bethany Coleman, *Pikeville Independent*
Ruby Couch, *Perry County*
Natalie Croney, *Warren County*
Jason Davidson, *Russell County*
Matthew Donovan, *Kentucky TRIO*
Baptista Frazee, *Hart County*
Jane Grubb, *Clay County*
Amanda Hamilton, *Boyd County*
Dedra Hall, *Madison County*
Megan Hall, *Letcher County*
Jennifer Henry, *Kenton County*
Erin Hogan, *University of Louisville*
Alden Homrich, *Jefferson County*
Rebecca King, *Pikeville Independent*
Tabitha Lafferty, *Fayette County*
Zachary Neal, *Campbell County*
Jeana Shepherd, *Jefferson County*

Jessica Thrasher, *Wayne County*
Kimberly Walters-Parker, *Georgetown College*
Amy Whisman, *Calloway County*
Carrie Wilkerson, *Kentucky Association of School Librarians*
Emily Zuccaro, *Eastern Kentucky University*

Reading and Writing Review Committee (RC)

Renee Boss, *Woodford County*
Kristy Crouch, *Anchorage Independent*
Melissa Cupp, *Fayette County*
Erin Dennis, *Shelby County*
Mike DiCiccio, *Northern Kentucky University*
Jennifer Howard, *Bowling Green Independent*
Angela Huser, *Kenton County*
Amy Olson, *Kentucky Department of Libraries and Archives*
Autumn Shepherd, *Perry County*
Winn Wheeler, *Bellarmine University*