



Ohio

Ohio's Learning Standards – Extended English Language Arts

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Table of Contents

Introduction to Ohio's New Learning Standards - Extended: English Language Arts 3

OVERVIEW 3

Complexity Levels 4

Navigating the Ohio Learning Standard Extensions 5

Grade 3 6

Grade 4 17

Grade 5 29

Grade 6 41

Grade 7 53

Grade 8 65

Grade 9-10 77

Grade 11-12 90

Acknowledgements 104

Introduction to Ohio's New Learning Standards - Extended: English Language Arts

OVERVIEW

In February 2017, the state of Ohio adopted updated Ohio Learning Standards (OLS) for English language arts and mathematics. Consequently, Ohio revised the Ohio Learning Standards-Extended (OLS-E) to be aligned with the OLS. The Ohio Department of Education collaborated with teams of educators and experts from around the state to do the work. These committees met multiple times to draft the new extensions. The Department then posted the drafts for public feedback and received hundreds of comments. After the public comment period, the committees considered the comments and implemented suggestions into the final version.

The OLS-E are specific statements of knowledge and skills linked to the expectations in the OLS. The purpose of the extensions is to build a bridge that provides grade level access for students with the most significant cognitive disabilities to the content of the OLS.

The Department developed the OLS-E specifically for students who qualify for and take the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). These extensions do not replace the OLS for English language arts, they are aligned to them. Teachers may use the standards and extensions as a skill or knowledge progression when designing instruction and assessments. Using a standards progression provides flexible access from varied entry points and allows learners with the most significant cognitive disabilities to grow knowledge and skill across a modified curriculum

that is linked to the grade-level standards. Educators can then use the link to grade-level targets or outcomes as comparison data in present levels of performance on an IEP. Because instruction and assessment should always consider the full range of extended standards and the links to the grade-level targets and outcomes, the OLS-E development committee designed this document so that the reader can reference the OLS and the extensions on the same page to easily see the progression.

While educators should use the extended standards to provide content that is directly aligned to the OLS for English language arts, they must also meet each child's individual education needs by incorporating other skills as necessary. Teachers should consider incorporating instruction with individual accommodations or supports students need to access the curriculum as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions. Educational plans should also include any other additional skills necessary for each child's individual education needs and transition planning goals.

Educators can use the OLS-E to differentiate instruction for a wide range of students by using the extensions as entry points to the OLS, but they must do so with caution. Students who do not take Ohio's AASCD will take the general assessments aligned to the general standards. These extensions can provide entry points into the OLS. However, schools must remember that students who do not participate in the AASCD should transition to and will be assessed using the OLS.

Complexity Levels

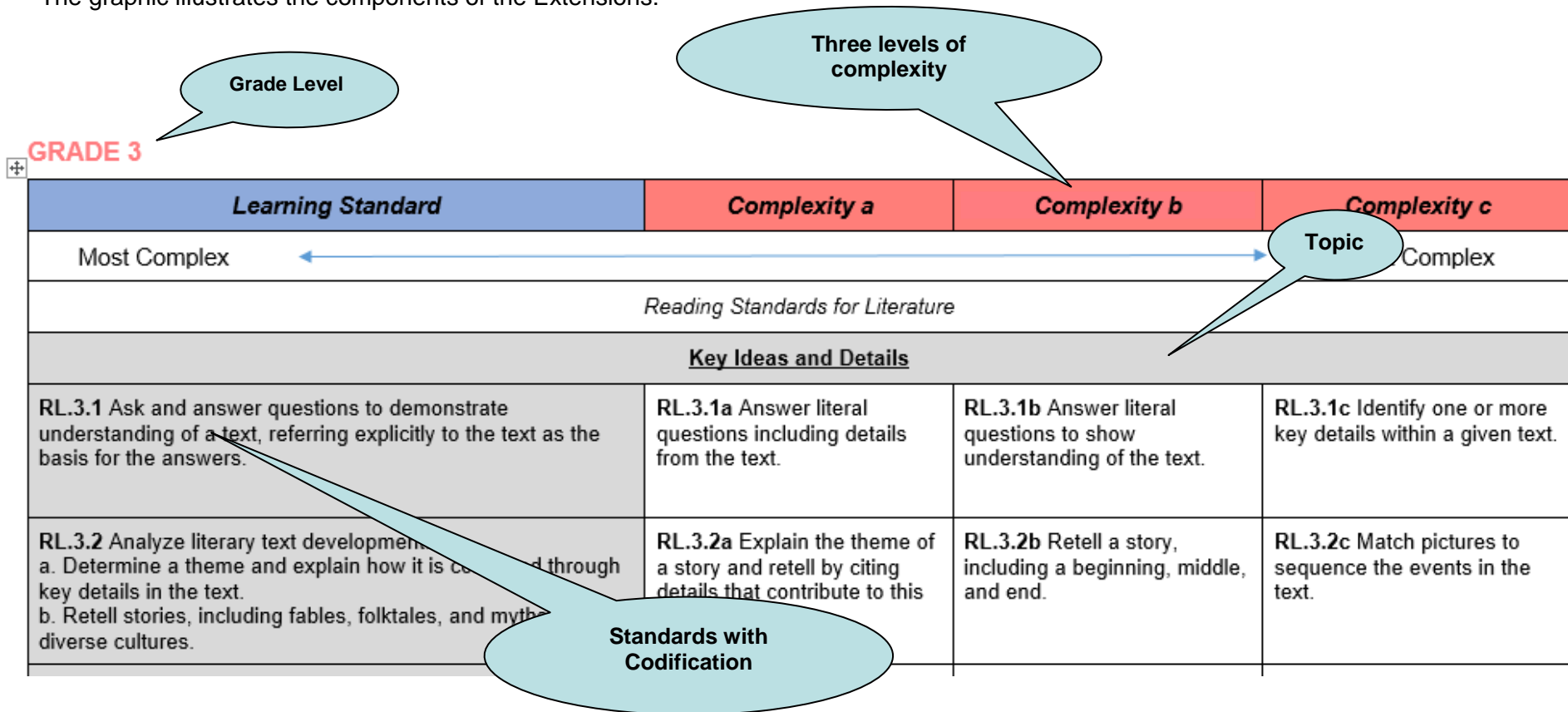
The committee extended the Ohio Learning Standards to include three levels from “most complex” to “least complex”. The complexity levels are comprised of three targets of varying difficulty aligned to each standard from the OLS. The extensions are codified individually for clear designation. The last letter in the extension code indicates the complexity level: “a” denotes the highest level of complexity, “b” denotes the middle complexity level and “c” denotes the lowest complexity level. In some instances, the committee tiered the verb of the extension to increase or decrease the complexity level. In other cases, the concept or skill within the OLS is tiered across the three complexity levels. It is important to move from left to right when reading the extensions. To determine where instruction should begin, educators should start with the general standard and then progress down through the complexity levels until finding the optimum starting point. It's important to note that no one should categorize students according to an extension level. Instead, instruction should build skills across the extensions to the highest level possible based on individual student strengths which may vary across standards. Ideally, when educators apply these extensions within each grade level one should see instruction occurring at all ranges of complexity. When citing standards for lesson and/or assessment design, educators should include the full complexity range, including the general standard. Citing standards in this way acknowledges a range of entry points and a range of learning progressions.

Accessibility


The OLS-E do not specify individual accommodations or supports that may be necessary for students to access the curriculum. Teachers should consider the unique learning needs of each student and employ the Individualized Education Plan (IEP) designated supports and services when designing lessons. It is imperative that teachers provide specially designed instruction, assistive technology, accommodations and other supports needed to ensure full access to learning opportunities so that students can demonstrate their knowledge and skills.

Navigating the Ohio Learning Standard Extensions

The graphic illustrates the components of the Extensions:



GRADE 3

<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex			Least Complex
<i>Reading Standards for Literature</i>			
<u>Key Ideas and Details</u>			
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.1a Answer literal questions including details from the text.	RL.3.1b Answer literal questions to show understanding of the text.	RL.3.1c Identify one or more key details within a given text.
RL.3.2 Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures.	RL.3.2a Explain the theme of a story and retell by citing details that contribute to this theme.	RL.3.2b Retell a story, including a beginning, middle, and end.	RL.3.2c Match pictures to sequence the events in the text.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.3.3a Describe a character's traits or actions and state how they contribute to the story sequence.	RL.3.3b Identify a character's feelings and motivations.	RL.3.3c Match a picture to a character or setting in a story. Identify a character in the story.
<u>Craft and Structure</u>			
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.3.4a Identify the meaning of a word based on how it is used in a text.	RL.3.4b Identify the meaning of a word based on how it is used in a text.	RL.3.4c Match pictures or objects to words based on how they are used in a text.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as "chapter," "scene," and "stanza"; describe how each successive part builds on earlier sections.	RL.3.5a Identify the chapters, scenes, and stanzas within a text.	RL.3.5b Identify chapters with books, scenes with dramas, and stanzas with poems using visual, auditory, or text examples.	RL.3.5c Identify a text as a story, drama, or poem.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←	←		Least Complex
RL.3.6 Describe the difference between points of view in texts, particularly first-person and third-person narration.	RL.3.6a Identify the point of view in a story (e.g., first-person as a character in the story, using “I” or “we” and third-person as a narrator, using “he” or “she”).	RL.3.6b Identify the point of view in a story (e.g., first person as a character in the story, using “I” or “we” and third-person as a narrator, using “he” or “she”).	RL.3.6c Identify the storyteller (narrator or character).
Integration of Knowledge and Ideas			
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).	RL.3.7a Use both text and illustration to explain an event, setting, or character's actions.	RL.3.7b Identify story elements (events, setting, or characters) that are shown in the illustrations.	RL.3.7c Identify a story element (event, setting, or character) that is shown in the illustrations.
RL.3.8 (Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL.3.9a Describe similarities or differences in plots or characters in stories by the same author (may or may not be in the same series).	RL.3.9b Identify similarities or differences between characters or events in two stories.	RL.3.9c Identify similarities or differences between characters in a single story.
Range of Reading and Level of Text Complexity			
RL.3.10 By the end of the year, read and comprehend literature—including stories, dramas, and poetry—at the high end of the grades 2–3 text-complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	RL.3.10a Actively engage with grade-level/age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	RL.3.10b Actively engage with grade-level/age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self comparisons.	RL.3.10c Actively engage with grade-level/age-appropriate, accommodated literature materials using prior knowledge and previous experience.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<i>Reading Standards for Informational Text</i>			
Key Ideas and Details			
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1a Answer literal questions including details from the text.	RI.3.1b Answer literal questions to show understanding of the text.	RI.3.1c Identify one or more key details within a given text.
RI.3.2 Analyze informational text development. a. Determine the main idea of a text. b. Retell the key details and explain how they support the main idea.	RI.3.2a Identify the main idea and retell using key details.	RI.3.2b Identify the main idea of an informational text and a key detail.	RI.3.2c Identify the key details in an informational text.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	RI.3.3a Describe a cause/effect relationship between two events or steps in a process in a text.	RI.3.3b Identify the chronology of a series of steps or events described in a historical or scientific text.	RI.3.3c Identify the sequence of steps or events described in a text (e.g., first, middle, last).
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.3.4a Identify the meaning of a word based on how it is used in the text relevant to a grade 3 topic or subject area.	RI.3.4b Match a word to its correct meaning based on how it is used in the text relevant to a grade 3 topic or subject area.	RI.3.4c Match pictures or objects to words based on how they are used in the text.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.3.5a Locate and use one text feature to find information in a text.	RI.3.5b Identify text features (e.g., key words, sidebars, hyperlinks) in a text.	RI.3.5c Identify a text feature (e.g., key words, sidebars, hyperlinks) in a text.
RI.3.6 Distinguish their own perspective from that of the author of a text.	RI.3.6a Describe one's own opinion of the subject and state if it is the same or different from the author.	RI.3.6b Describe an author's opinion of the text.	RI.3.6c Identify one's own opinion of the text.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←	←		Least Complex →
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI.3.7a Describe how an illustration explains information from the text (e.g., where, when, why, and how key events occur).	RI.3.7b Describe an illustration from the text that answers a question about a text.	RI.3.7c Match excerpts from text to illustrations. Identify an illustration (e.g., map, chart, photograph) that answers a question about a text.
RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.	RI.3.8a Describe evidence in a text that provides support for key points.	RI.3.8b Identify a key point with the evidence from the text.	RI.3.8c Identify one key point from the text.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9a Describe one similarity and one difference presented in two texts on the same topic.	RI.3.9b Identify one similarity OR one difference presented in two texts on the same topic.	RI.3.9c Identify the most important point from each of the two texts.
Range of Reading and Level of Text Complexity			
RI.3.10 By the end of the year, read and comprehend informational texts—including history/social studies, science, and technical texts—at the high end of the grades 2–3 text complexity band independently and proficiently.	RI.3.10a Read grade-level/age-appropriate, accommodated history/social studies, science, and technical texts.	RI.3.10b Read grade-level/age-appropriate, accommodated history/social studies, science, and technical texts.	RI.3.10c Read grade-level/age-appropriate, accommodated history/social studies, science, and technical texts.
<i>Foundational Skills</i>			
Phonics and Word Recognition			
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	RF.3.3a Identify and decode the most common prefixes and derivational suffixes. Decode single-syllable words. With support, read grade-appropriate irregularly spelled words.	RF.3.3b Independently identify the first letter and/or sound when orally presented with a common one-syllable word.	RF.3.3c With support, decode single-syllable words.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Fluency			
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.3.4a Fluently reads a complete story in a decodable text using self-correction strategies at the student-specific instructional level for purpose and understanding.</p>	<p>RF.3.4b Fluently reads a complete story in a decodable text at the student-specific instructional level.</p>	<p>RF.3.4c Fluently read a 3–5 word phonetically decodable simple sentence (e.g., <i>The dog ran fast.</i>).</p>
<i>Writing</i>			
Text Types and Purposes			
<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>W.3.1a Compose a statement of opinion and provide at least two supporting details.</p>	<p>W.3.1b Compose a statement of opinion and one supporting detail.</p>	<p>W.3.1c Express an opinion on a topic.</p>
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>W.3.2a Compose a topic sentence and generate at least two supporting details sentences.</p>	<p>W.3.2b Compose a topic sentence and generate one factual sentence about the topic.</p>	<p>W.3.2c Compose an informative or explanatory sentence.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←	←		Least Complex →
<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>W.3.3a Compose a personal or imagined story that includes a beginning, middle, and end and characters, settings, and events.</p>	<p>W.3.3b Compose a personal or imagined story that includes a beginning, middle, and end.</p>	<p>W.3.3c Compose a personal or imagined story.</p>
Production and Distribution of Writing			
<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.3.4a With guidance and support from adults, compose a topic sentence with two or more supporting detail sentences specific to a task and purpose.</p>	<p>W.3.4b With guidance and support from adults, produce a topic sentence for a task or purpose.</p>	<p>W.3.4c With guidance and support from adults, produce ideas for writing a text specific to a task and purpose.</p>
<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.3.5a With guidance and support from peers and adults, develop and strengthen accommodated writing as needed by planning, revising, and editing.</p>	<p>W.3.5b With guidance and support from peers and adults, develop and strengthen accommodated writing as needed by planning, revising, and editing.</p>	<p>W.3.5c With guidance and support, edit writing for beginning capitalization and ending punctuation.</p>
<p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.</p>	<p>W.3.6a With guidance and support from adults, use technology to produce and publish accommodated writing (using keyboarding skills).</p>	<p>W.3.6b With guidance and support from adults, use technology to produce and publish accommodated writing (using keyboarding skills).</p>	<p>W.3.6c With guidance and support from adults, use technology to produce and publish accommodated writing (using keyboarding skills).</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Research to Build and Present Knowledge			
W.3.7 Conduct short research projects that build knowledge about a topic.	W.3.7a Use multiple source to identify at least three facts about a topic.	W.3.7b Use multiple sources to identify a fact about a topic.	W.3.7c Select multiple sources that provide information on a given topic.
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W.3.8a Recall information from personal experiences, select information from print or digital sources, and organize it into provided categories.	W.3.8b Select information from print or digital sources and organize it into provided categories.	W.3.8c Sort provided evidence into provided categories (i.e., food, habitat, clothing, etc.).
W.3.9 (Begins in Grade 4)			
Range of Writing			
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10a Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10b Compile routine writing over shorter time frames (a single sitting or a day or two) on a single topic or purpose into a larger project that spans over an extended time frame for a range of discipline-specific tasks or purposes.	W.3.10c Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks.


Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<i>Speaking and Listening</i>			
<u>Comprehension and Collaboration</u>			
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.3.1a Engage in discussions with others by asking and answering questions by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.) on grade 3 topics and texts.</p>	<p>SL.3.1b Engage in discussions with others by answering questions and by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.) on grade 3 topics and texts.</p>	<p>SL.3.1c Engage in discussions with others by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.) on grade 3 topics and texts.</p>
<p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.3.2a Identify the main idea and details from text read aloud or information presented orally or visually.</p>	<p>SL.3.2b Identify the main idea and one supporting detail from text read aloud or information presented orally or visually.</p>	<p>SL.3.2c Identify the main idea from text read aloud or information presented orally.</p>
<p>SL.3.3 Ask and answer questions about information presented by a speaker, offering appropriate elaboration and detail.</p>	<p>SL.3.3a Ask and answer a question about information presented by a speaker, offering an appropriate detail.</p>	<p>SL.3.3b Ask a question related to the information presented by a speaker.</p>	<p>SL.3.3c Answer a question about information presented by a speaker.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Presentation of Knowledge and Ideas			
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.3.4a Clearly communicate a fact about a topic or story.	SL.3.4b Clearly communicate information about a personal experience or specific event.	SL.3.4c Communicate information clearly.
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	SL.3.5a Create audio recordings of stories or poems and include a visual component.	SL.3.5b Create audio recordings of stories or poems.	SL.3.5c Select a multimedia or visual component pertinent to a presentation.
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.3.6a Engage in conversations by communicating information in complete sentences.	SL.3.6b Communicate information by speaking in a complete sentence.	SL.3.6c Communicate to share information.
<i>Language</i>			
Conventions of Standard English			
<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>).</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	L.3.1a Produce simple and compound sentences containing correct noun (concrete or abstract) and verb agreement using simple verb tenses.	L.3.1b Produce a sentence using a noun, verb, and adjective or adverb when writing or speaking.	L.3.1c Produce a simple sentence using a noun and verb when writing or speaking.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←—————→ Least Complex			
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 standard English.	L.3.3a Communicate ideas and information effectively by speaking or writing in simple sentences.	L.3.3b Communicate ideas and information effectively by speaking or writing.	L.3.3c Communicate an idea effectively.
Vocabulary Acquisition and Use			
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L.3.4a Identify the meaning of a word or phrase based on how it is used.	L.3.4b Identify a word to its correct meaning based on how it is used.	L.3.4c Select a picture or object that matches the meaning of a word.
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 (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).	L.3.5a Identify shades of meaning between words.	L.3.5b Recognize when the meaning of a word or phrase in a text is not to be understood literally.	L.3.5c Use pictures to identify real-life connections between words and their uses (e.g., a picture of a friendly person, a helpful person, etc.).


Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night, we went looking for them.</i>).	L.3.6a Communicate using grade-level/age-appropriate conversational or content-specific words or phrases (temporal).	L.3.6b Use grade-level/age-appropriate words when engaging in a conversation with others.	L.3.6c Communicate using a grade-level vocabulary word.

GRADE 4

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex			Least Complex
<i>Reading Standards for Literature</i>			
<u>Key Ideas and Details</u>			
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.4.1a Answer questions that require inferencing using details from the text.	RL.4.1b Identify details from a story when answering explicit questions about a text.	RL.4.1c Answer questions based on details in the text.
RL.4.2 Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text. b. Summarize the text, incorporating a theme determined from details in the text.	RL.4.2a Retell a story including theme and key details.	RL.4.2b Order three or more main events in a story and identify the them.	RL.4.2c Identify text details from main events in a story.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.4.3a Describe a character, setting, or event in a text using at least one detail from the text.	RL.4.3b Identify a character, setting, or event in a text and provide at least one detail to support the identification.	RL.4.3c Identify a character, setting, or event in a text.
<u>Craft and Structure</u>			
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).	RL.4.4a Describe the meaning of words and phrases as they are used in a text.	RL.4.4b Identify the meaning of words and phrases based on how they are used in a text.	RL.4.4c Identify the meaning of words and phrases (e.g., match pictures and phrases).

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←	←		Least Complex →
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	RL.4.5a Explain similarities or differences in the structure of stories and poems.	RL.4.5b Explain common elements of a genre (e.g., casts of characters, settings, dialogue, etc.).	RL.4.5c Identify common elements of a genre (e.g., stanzas or rhythm in a poem, plot elements in a story).
RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.	RL.4.6a Identify the perspectives of different characters within a text.	RL.4.6b Identify the perspective of a character in the text.	RL.4.6c Identify the point of view in a story (e.g., first-person as a character in the story, using “I” or “we” and third-person as a narrator, using “he” or “she”).
Integration of Knowledge and Ideas			
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	RL.4.7a Make connections between the characters, setting, or events of two presentations of a story.	RL.4.7b Make connections between two presentations of a story.	RL.4.7c Identify a character, setting, or event that appears in two different presentations of a story.
RL.4.8 (Not applicable to literature)			
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RL.4.9a Make comparisons (explicit or inferential) between the themes or topics from two folktales, fairytales, and/or myths.	RL.4.9b Identify similarities or differences between topics or events in two folktales, fairytales, and/or myths.	RL.4.9c Identify similarities or differences between topics or events in two stories.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Range of Reading and Level of Text Complexity			
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	RL.4.10a Actively engage with grade level/age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	RL.4.10b Actively engage with grade level/age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self comparisons.	RL.4.10c Actively engage with grade level/age-appropriate, accommodated literature materials using prior knowledge and previous experience.
<i>Reading Standards for Informational Text</i>			
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.4.1a Answer questions that may require inferences about events and information in a text.	RI.4.1b Identify details from a text when answering questions.	RI.4.1c Answer questions based on details from a text.
RI.4.2 Analyze informational text development. a. Determine the main idea of a text and explain how it is supported by key details. b. Provide a summary of the text that includes the main idea and key details, as well as other important information.	RI.4.2a Identify the main idea of a text and summarize using key details.	RI.4.2b Given a main idea, state two details from a text.	RI.4.2c Identify the key details in a text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RI.4.3a Explain one event, procedure, idea, or concept using details from the text.	RI.4.3b Sequence two events, ideas, or steps in text.	RI.4.3c Identify whether a specific event or step in a process occurred near the beginning or end.
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.4.4a Identify the meaning of a word based on how it is used in text relevant to a grade 4 topic or subject area.	RI.4.4b Identify the meanings of words based on how they are used in the text.	RI.4.4c Identify the meanings of grade level words.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←  → Least Complex			
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.4.5a Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text.	RI.4.5b Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in part of a text.	RI.4.5c Identify events, ideas, concepts, or information in a text or part of a text.
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.	RI.4.6a Identify whether the text is a firsthand or secondhand account and support it with a detail from the text.	RI.4.6b Identify whether an informational text is a firsthand or secondhand account.	RI.4.6c Identify a similarity or difference between two accounts of the same event or topic.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.	RI.4.7a Explain how information presented visually, orally, or quantitatively supports the understanding of the information in the text.	RI.4.7b Identify the meaning of information presented visually, orally, or quantitatively in a text.	RI.4.7c Identify illustrations (e.g., maps, charts, photographs) that contribute to the meaning of the text.
RI.4.8 Explain how an author uses evidence to support particular points in a text.	RI.4.8a Identify a key point in a text and describe the supporting evidence.	RI.4.8b Select a key point from a text, describe evidence from the text that supports that key point.	RI.4.8c Identify a picture with a key point in the text.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI.4.9a Describe information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI.4.9b Identify information from two texts on the same subject.	RI.4.9c Identify two informational texts on the same.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Range of Reading and Level of Text Complexity			
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.4.10a Read grade level/age-appropriate, accommodated history/social studies, science, and technical texts.	RI.4.10b Read grade level/age-appropriate, accommodated history/social studies, science, and technical texts.	RI.4.10c Read grade level/age-appropriate, accommodated history/social studies, science, and technical texts.
<i>Foundational Skills</i>			
Phonics and Word Recognition			
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.4.3a Apply letter-sound knowledge to read phonetically regular words that include prefixes and suffixes.	RF.4.3b Apply letter-sound knowledge to read words. Decode phonetically regular closed syllable (CVC, CCVC, CVCC) and Vowel-Consonant-e, (VCe) words and read high-frequency words.	RF.4.3c Identify affixes (prefixes/suffixes) to an image to convey meaning (e.g., dis-, un-, pre-, re-, -ing, -ed, -er, -est, -s, -es, -y).
Fluency			
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition	RF.4.4a Fluently reads a complete story in a text using self-correction strategies at the student-specific instructional level for purpose and understanding.	RF.4.4b Fluently reads a complete story in a decodable text at the student-specific instructional level.	RF.4.4c Fluently reads a 5–7 word phonetically decodable simple sentence.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<i>Writing</i>			
<u>Text Types and Purposes</u>			
<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>W.4.1a Compose a topic sentence based on a topic or text and provide a sentence of support for or against the opinion with guidance and support.</p>	<p>W.4.1b Compose a statement of opinion using a conjunction and provide at least one reason for it (conjunctions: and, or, nor, but, yet; prepositions: since, because, etc.).</p>	<p>W.4.1c Compose a statement of opinion and one supporting detail.</p>
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>W.4.2a Compose a paragraph on a specific topic that includes a topic sentence, supporting details, and concluding statement and pair with an illustration.</p>	<p>W.4.2b Compose a three or more-sentence paragraph including a topic sentence and at least two supporting details.</p>	<p>W.4.2c Compose a sentence that conveys information including one concrete fact and using domain-specific vocabulary.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←	←		Least Complex
<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>W.4.3a Compose a story that includes characters paired with dialogue.</p>	<p>W.4.3b Compose a story including characters, setting, and events in a sequential order.</p>	<p>W.4.3c Compose a story based on a personal experience including a beginning, middle, and end.</p>
Production and Distribution of Writing			
<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.4.4a Select an appropriate template and compose a writing sample for a given task or purpose (e.g., shopping list, letter, e-mail, text message, invitation, etc.).</p>	<p>W.4.4b Given an appropriate template, compose a writing sample for a given task or purpose.</p>	<p>W.4.4c Match or label writing samples to the correlating purpose/task and audience.</p>
<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.5a With guidance and support, plan, draft, and edit writing to convey a clear message.</p>	<p>W.4.5b With guidance and support, edit simple sentences to improve their clarity (check spacing, conventions, capitalization, punctuation, spelling, and word choice).</p>	<p>W.4.5c Edit a writing sample for fragments or run-ons with guidance and support.</p>
<p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.</p>	<p>W.4.6a With guidance and support from an adult or peer, use information from print or digital source to generate sentences using a keyboard.</p>	<p>W.4.6b With guidance and support from an adult or peer, use information from print or digital source to generate sentences.</p>	<p>W.4.6c With guidance and support from an adult or peer, use information from print or digital source to generate a sentence.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Research to Build and Present Knowledge			
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.4.7a Investigate sources to provide three or more details on a given topic.	W.4.7b Collect information from one or more sources to present details about a given topic.	W.4.7c Select a source to present knowledge about a topic.
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	W.4.8a Sort information selected from personal experiences or print/digital sources into provided categories.	W.4.8b Generate a list of sources to support a topic or personal experience.	W.4.8c Recall information from personal experiences.
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	W.4.9a Categorize information on a topic from grade-level/age-appropriate informational materials to: describe settings, characters, or events in a story; or to show an author’s reasons or evidence to support points in a text.	W.4.9b Identify information from grade-level/age-appropriate literary or informational materials to support understanding.	W.4.9c Select information from grade-level/age-appropriate literary or informational materials to support understanding.
Range of Writing			
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10a With accommodations, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10b With accommodations, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10c With accommodations, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Speaking and Listening			
<u>Comprehension and Collaboration</u>			
<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>SL.4.1a Engage in discussions with others by asking and answering questions by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, turn-taking to share responses, etc.) on grade 4 topics and texts.</p>	<p>SL.4.1b Engage in discussions with others by responding to questions asked by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, turn-taking to share responses, etc.) on grade 4 topics and texts.</p>	<p>SL.4.1c Engage in discussions with others by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, etc.) on grade 4 topics and texts.</p>
<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.4.2a Identify paraphrased main idea and details supporting the main idea from a text read aloud or presented in diverse formats.</p>	<p>SL.4.2b Identify paraphrased details from a text read aloud or presented in diverse formats.</p>	<p>SL.4.2c Identify an idea from a text read aloud or presented in diverse formats.</p>
<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.4.3a Identify evidence provided by a speaker to support a point.</p>	<p>SL.4.3b Identify a speaker's opinion or position on a topic.</p>	<p>SL.4.3c Identify a detail the speaker used to support a provided position on a topic.</p>
<p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>SL.4.5a Add visual or audio displays to enhance a presentation.</p>	<p>SL.4.5b With guidance and support, choose visual or audio displays to enhance a presentation.</p>	<p>SL.4.5c With guidance and support, choose materials to illustrate points in a presentation.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	SL.4.6a Communicate appropriately with others in individual (e.g., student-to-adult) or group settings (e.g., class discussions).	SL.4.6b Identify the appropriate discourse for a variety of settings (e.g., informal conversations with a friend vs. speaking to the bus driver or school principal).	SL.4.6c Communicate information specific to the purpose or audience.
<i>Language</i>			
Conventions of Standard English			
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive verb tenses (e.g., <i>I was walking; I am walking; I will be walking</i>). c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., “a small red bag” rather than “a red small bag”). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). 	L.4.1a Produce a compound sentence when writing or speaking.	L.4.1b Communicate in complete sentences containing correct pronouns when writing or speaking.	L.4.1c Communicate using a complete sentence containing a noun, a verb, and an adjective when writing or speaking.
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	L.4.2a Generate sentences using correct conventions of capitalization, punctuation and quotation marks.	L.4.2b Generate a sentence with correct capitalization (beginning of sentence, proper names) and ending punctuation.	L.4.2c Identify capitalization at the beginning of sentences and in proper nouns.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<u>Knowledge of Language</u>			
<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>L.4.3a Communicate using correct conventions of capitalization, punctuation, and adherence to basic spelling rules when writing. Adjust tone of voice and manner of speaking in relation to audience.</p>	<p>L.4.3b Communicate in simple sentences that include correct conventions of capitalization and punctuation when writing. Adjust tone of voice and manner of speaking in relation to audience.</p>	<p>L.4.3c Communicate using words and phrases to convey an idea when speaking or writing.</p>
<u>Vocabulary Acquisition and Use</u>			
<p>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 a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.4.4a Identify the meaning of a word or phrase based on how it is used.</p>	<p>L.4.4b Connect the meaning of a word to a sentence- or paragraph-level context.</p>	<p>L.4.4c Connect a word to its correct meaning.</p>
<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., “as pretty as a picture”) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).</p>	<p>L.4.5a Identify the meaning of simple figurative language (e.g., similes and metaphors).</p>	<p>L.4.5b Categorize antonyms and synonyms when given a list of words.</p>	<p>L.4.5c Identify the opposite meaning when given a word.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	L.4.6a Communicate using grade-level/age-appropriate words that signal actions, emotions, or states of being.	L.4.6b Communicate using grade-level/age-appropriate words that are basic to a particular topic.	L.4.6c Communicate using grade-level/age-appropriate words.

GRADE 5

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<i>Reading Standards for Literature</i>			
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.5.1a Make inferences about plot, characters, setting, or theme, based on quotations from the text.	RL.5.1b Describe characters, settings, or events in a story based on a quotation from the story.	RL.5.1c Connect characters, settings, or events in a story with a quotation from the story.
RL.5.2 Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. b. Summarize the text, incorporating a theme determined from details in the text.	RL.5.2a Identify the theme in a literacy text and provide details that support it.	RL.5.2b Identify the theme in a literary text and match details that support it.	RL.5.2c Identify the plot or theme of a story.
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	RL.5.3a Compare or contrast two characters, settings, or events in a story or drama, using specific details in the text (e.g., how characters interact).	RL.5.3b Identify the similarities or the differences between two characters, settings or events.	RL.5.3c Identify the character, setting, and an event in a text.
Craft and Structure			
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.	RL.5.4a Determine the meaning of words and phrases, including figurative language (e.g., similes, metaphors).	RL.5.4b Identify figurative language when used in a text.	RL.5.4c Identify the meaning of words and phrases used in a text.
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RL.5.5a State the beginning, middle, or ending points of stories, dramas, or poems.	RL.5.5b Sequence events between two chapters or stanzas in a story or poem.	RL.5.5c Identify common elements of a story, drama, or poem.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←	↔		Least Complex
RL.5.6 Describe how a narrator's or speaker's point of view and perspective influence how events are described.	RL.5.6a Explain how the story might be different if told from another character's perspective.	RL.5.6b Identify the storyteller and describe his/her role in the grade-level story (e.g., main character).	RL.5.6c Identify who is telling the grade-level story (narrator vs. character).
Integration of Knowledge and Ideas			
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	RL.5.7a Describe the differences between a written story and another presentation of the tale (e.g., a dramatization, graphic novel, poem) and how visual and multimedia elements provide meaning of a text.	RL.5.7b Describe how illustrations, visual effects, sound effects, and music convey meaning, tone, or mood of the text.	RL.5.7c Identify the visual or multimedia elements presented in a text.
RL.5.8 (Not applicable to literature)			
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL.5.9a Compare and contrast themes and topics of stories in the same genre (e.g., mysteries and adventure stories).	RL.5.9b Describe similarities or differences between two stories from the same genre.	RL.5.9c Identify a common theme or topics from two different stories in the same genre.
Range of Reading and Level of Text Complexity			
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	RL.5.10a Actively engage with grade-level/age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	RL.5.10b Actively engage with grade-level/age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self comparisons.	RL.5.10c Actively engage with grade-level/age-appropriate, accommodated literature materials using prior knowledge and previous experience.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<i>Reading Standards for Informational Text</i>			
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.5.1a Answer inferential questions about ideas, individuals, or events from a text.	RI.5.1b Identify details from a text when answering questions.	RI.5.1c Make connections of ideas, individuals, or events to details from a text.
RI.5.2 Analyze informational text development. a. Determine the main ideas of a text and explain how they are supported by key details. b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.	RI.5.2a Identify the main idea of a text and summarize using key details.	RI.5.2b Identify the main idea and match to details that support it.	RI.5.2c Given a main idea, identify a supporting detail from the text.
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	RI.5.3a Identify the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text.	RI.5.3b Identify interactions between individuals, events, ideas, or concepts within a given text.	RI.5.3c Identify an individual, event, idea, or concept based on information from a text.
Craft and Structure			
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	RI.5.4a Identify the meaning of a word based on how it is used in a text relevant to a grade 5 topic or subject area.	RI.5.4b Identify the meaning of words and phrases based on how they are used in a text.	RI.5.4c Identify the meanings of grade-level words.
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	RI.5.5a Contrast the structure of two informational texts (e.g., recipes, schedules, experiments).	RI.5.5b Compare the text structure of two informational texts (e.g., recipes, schedules, experiments).	RI.5.5c Identify common structures of a text.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.	RI.5.6a Explain the differing perspectives in two topics on the same text. Note the details that contribute to each perspective.	RI.5.6b Describe the similarities and differences in two texts about the same topic.	RI.5.6c Identify the common topic in two different texts.
Integration of Knowledge and Ideas			
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	RI.5.7a Gather information from several texts to answer a question or support an idea.	RI.5.7b Identify information in multiple texts to answer a question or support an idea.	RI.5.7c Identify information in a text to answer a question or support an idea.
RI.5.8 Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.	RI.5.8a1 Provide evidence to support key ideas and/or describe connections among key ideas. RI.5.8a2 Identify a key point in a text and describe the supporting evidence.	RI.5.8b Provided a key point from a text, describe evidence from the text that supports that key point.	RI.5.8c Provided a key point from a text, identify evidence from the text that supports that key point.
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9a1 Integrate information about a topic from two or more sources. RI.5.9a2 Describe information from two or more texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9b Identify information from two or more texts on the same subject.	RI.5.9c Identify a key detail from two texts on the same topic.
Range of Reading and Level of Text Complexity			
RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	RI.5.10a Read grade-level/age-appropriate, accommodated history/social studies, science, and technical texts.	RI.5.10b Read grade-level/age-appropriate, accommodated history/social studies, science, and technical texts.	RI.5.10c Read grade-level/age-appropriate, accommodated history/social studies, science, and technical texts.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<i>Foundational Skills</i>			
Phonics and Word Recognition			
<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.3a Apply phonics skills and syllable division rules to decode common phonetically regular two- and three-syllable words (e.g., <i>laptop</i>, <i>fantastic</i>, <i>complete</i>). Decode phonetically regular common multi-syllable words.</p>	<p>RF.5.3b Apply phonics skills to decode words. Use knowledge of letter-sound correspondence to read unfamiliar words including words with common roots.</p>	<p>RF.5.3c Divide given words into syllables visually and/or orally.</p>
Fluency			
<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.4a Independently correct an error through decoding and reread the sentence fluently to support comprehension.</p>	<p>RF.5.4b Independently read a sentence and identify when rereading is necessary to gain understanding of where a self-correction is needed.</p>	<p>RF.5.4c Fluently read a simple sentence.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←————→		Least Complex
<i>Writing</i>			
Text Types and Purposes			
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>W.5.1a Compose a paragraph based on an opinion to include a topic sentence, supporting details, and concluding statement using strategies (e.g., templates or graphic organizers).</p>	<p>W.5.1b Given a topic sentence, add an opinion sentence and compose a concluding statement related to the opinion using strategies (e.g., templates or graphic organizers).</p>	<p>W.5.1c Compose an opinion sentence and use a linking word to support the opinion using strategies (e.g., templates or graphic organizers).</p>
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>W.5.2a Using a template that provides an outline for a paragraph, insert sentences that support the topic into each section.</p>	<p>W.5.2b Using a template that provides headings, compose a supporting sentence for each section.</p>	<p>W.5.2c Write an appropriate heading for a given paragraph.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>W.5.3a Compose a narrative that includes sensory details about the character, setting, and events.</p>	<p>W.5.3b Compose a narrative using transitional words to organize the sequence of events.</p>	<p>W.5.3c Compose imagined narrative including a beginning, middle, and end (e.g., templates or graphic organizers).</p>
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>W.5.4a Organize sentences on a topic in a logical order, using language appropriate for the topic and audience.</p>	<p>W.5.4b Match writing to the purpose and audience for which it is intended.</p>	<p>W.5.4c Select details that are relevant to a topic.</p>
<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.5.5a With guidance and support, plan, draft, and edit writing to convey a clear message.</p>	<p>W.5.5b With guidance and support, edit simple sentences to improve their clarity (check spacing, conventions, capitalization, punctuation, spelling, and word choice).</p>	<p>W.5.5c With guidance and support, recognize when the order of picture-supported sentences should be revised.</p>
<p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.</p>	<p>W.5.6a With guidance and support, use technology to compose a paragraph.</p>	<p>W.5.6b With guidance and support, work collaboratively to use information from print or digital sources to generate several sentences about a topic.</p>	<p>W.5.6c With guidance and support, work with others to use information from print or digital sources to generate a simple sentence about a topic.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Research to Build and Present Knowledge			
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W.5.7a Collect information from multiple sources to present knowledge about several aspects of a topic.	W.5.7b Collect information from one or more sources to present knowledge about a topic.	W.5.7c Select two sources to present knowledge about a topic.
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	W.5.8a Recall information and select information from sources, and organize it to summarize work on a topic.	W.5.8b Select information from a source to support a topic.	W.5.8c Recall information from personal experiences, print, or digital sources.
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	W.5.9a Gather and categorize information on a topic from grade-level/age-appropriate informational materials to provide a simple analysis of the information.	W.5.9b Gather information from grade-level/age-appropriate literary or informational materials to support understanding.	W.5.9c Select information from grade-level/age-appropriate literary or informational materials to support understanding.
Range of Writing			
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.5.10a With accommodations, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.5.10b With accommodations, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.5.10c With accommodations, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.


Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<i>Speaking and Listening</i>			
Comprehension and Collaboration			
<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>SL.5.1a Engage in discussions with others by asking and answering questions by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, turn-taking to share responses, etc.) on grade 5 topics and texts.</p>	<p>SL.5.1b Engage in discussions with others by responding to questions asked by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, turn-taking to share responses, etc.) on grade 5 topics and texts.</p>	<p>SL.5.1c Engage in discussions with others by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, etc.) on grade 5 topics and texts.</p>
<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.5.2a Sequence key ideas or supporting details from a text read aloud or information presented in diverse media and formats.</p>	<p>SL.5.2b Identify key details from a text read aloud or information presented in diverse media and formats.</p>	<p>SL.5.2c Identify one key detail from a text read aloud or information presented in diverse media and formats.</p>
<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>SL.5.3a Identify key points a speaker makes and support each point with at least one detail.</p>	<p>SL.5.3b Identify the key point of a speaker's presentation.</p>	<p>SL.5.3c Provided the key point, identify a detail presented by the speaker that support the key point.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Presentation of Knowledge and Ideas			
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4a Communicate clearly by presenting information about a topic in a logical sequence, providing descriptive details that support the main idea.	SL.5.4b Communicate about a topic in the appropriate sequence and include the main idea and relevant details.	SL.5.4c Communicate about a topic or event in the appropriate sequence using the terms “first” and “then” (e.g., <i>First, we do math, then we do reading.</i>).
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.5.5a Enhance a presentation with one multimedia component.	SL.5.5b With guidance and support, choose multimedia components to enhance a presentation.	SL.5.5c Identify multi-media components (audio, video, picture, displays, maps, etc.)
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	SL.5.6a Communicate in sentences using formal or informal language that is specific to the purpose or audience.	SL.5.6b Communicate relevant information using informal language in group discussions.	SL.5.6c Communicate with others in group discussions.
<i>Language</i>			
Conventions of Standard English			
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). 	L.5.1a Communicate using the conventions of standard English. Use conjunctions, prepositions, and interjections effectively. Use verbs in present and past tense.	L.5.1b Communicate using the conventions of standard English in sentences.	L.5.1c Communicate using gestures, pictures, words, or AAC.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>L.5.2a Generate age-appropriate sentences in a variety of structures, using correct conventions of capitalization, punctuation (including commas in a series), and adherence to spelling patterns (CVC, CVCC, CCVC).</p>	<p>L.5.2b Generate age-appropriate simple sentences that include correct conventions of capitalization, punctuation, and spelling of common words using available tools and resources.</p>	<p>L.5.2c Identify capital letters for familiar names and at the beginning of sentences. Identify appropriate punctuation at the ends of sentences.</p>
Knowledge of Language			
<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>L.5.3a Use a variety of sentence patterns when speaking or writing; note differences in language used in stories, poems, or plays (e.g., dialects, registers, word choice).</p>	<p>L.5.3b Use a variety of sentence patterns when speaking or writing.</p>	<p>L.5.3c Use language to share thoughts and feelings with others.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Vocabulary Acquisition and Use			
<p>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 a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.4a Use context clues or word structure (e.g., common prefixes, re-, un-; inflectional endings -ed, -ing) to determine the meaning of unfamiliar words or phrases.</p>	<p>L.5.4b Use sentence or paragraph-level context to determine the meaning of a word in a particular context.</p>	<p>L.5.4c Connect a word to its meaning in a particular context.</p>
<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>L.5.5a Explain the meanings of common idioms, similes, and metaphors.</p>	<p>L.5.5b Identify real-life connections between words and their uses.</p>	<p>L.5.5c Identify common synonyms and antonyms.</p>
<p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>L.5.6a Communicate using grade-level/age appropriate conversational and content-specific words and phrases signaling addition (e.g., <i>in addition</i>, <i>also</i>).</p>	<p>L.5.6b Communicate using grade-level/age-appropriate, content-specific words that signal logically relationships (e.g., <i>unlike</i>, <i>but</i>).</p>	<p>L.5.6c Communicate using new content-specific words.</p>

GRADE 6

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex			Least Complex
<i>Reading Standards for Literature</i>			
<u>Key Ideas and Details</u>			
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.6.1a Find information in the text that is used to make an inference.	RL.6.1b Find information in the text used to answer literal questions.	RL.6.1c Answer a question about explicit information stated in the text.
RL.6.2 Analyze literary text development. a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text.	RL.6.2a Summarize the main events in a story or poem and explain how they support the theme.	RL.6.2b Identify the theme or main message in a story or poem and locate details within the text that support it.	RL.6.2c Sequence main events in a story (beginning, middle, end).
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RL.6.3a Recount a story's beginning, middle, and end and how a character responds to the events.	RL.6.3b Describe the way a character responds to an event in the story or poem.	RL.6.3c Describe how a character changes in the story.
<u>Craft and Structure</u>			
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 specific word choices, including sensory language, on meaning and tone.	RL.6.4a Identify words or phrases that have alternative meanings and explain them.	RL.6.4b Identify words or phrases that have literal and symbolic meanings.	RL.6.4c Identify words or phrases that suggest the senses.
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL.6.5a Identify one component of the structure of a text (chapters, stanzas, scenes, acts, verses) and tell how it is related to the setting, plot, or theme.	RL.6.5b Identify the components of the structure of a text (chapters, stanzas, scenes, acts, verses).	RL.6.5c Identify one important sentence in the text.


Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
RL.6.6 Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.	RL.6.6a Explain how changing the point of view would change the story.	RL.6.6b Identify the storyteller, and describe his/her role in the story.	RL.6.6c Identify who is telling the story (narrator vs. character).
<u>Integration of Knowledge and Ideas</u>			
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what students “see” and “hear” when reading the text to what they perceive when they listen or watch.	RL.6.7a Describe the similarities and differences between two versions of the same story or poem presented in the same medium (e.g., two text versions of a fable; two video accounts [e.g., Disney & other] of the same folk tale).	RL.6.7b Describe a key similarity or difference between print and multimedia/live productions of the same story, drama, or poem.	RL.6.7c Identify key similarities or differences between print and multimedia/live productions of the same story, drama, or poem.
RL.6.8 (Not applicable to literature)			
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RL.6.9a Compare the characters and events in two texts about the same theme (e.g., fantasy and historical fiction).	RL.6.9b Describe similar characters and events from two different genres.	RL.6.9c Identify similar characters and events from two different genres.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Range of Reading and Level of Text Complexity			
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.	RL.6.10a Read supported grade-level/age-appropriate adapted literature materials.	RL.6.10b Participate in or read supported grade-level/age-appropriate, adapted literature materials.	RL.6.10c Actively engage in supported grade-level/age-appropriate, adapted literature materials.
<i>Reading Standards for Informational Text</i>			
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.6.1a Find information in the text that is used to make an inference.	RI.6.1b Locate details in the text to answer literal questions about the text.	RI.6.1c Answer literal questions about the text.
RI.6.2 Analyze informational text development. a. Determine a central idea of a text and how it is conveyed through particular details. b. Provide an objective summary of the text that includes the central idea and relevant details.	RI.6.2a Summarize text by outlining the sequence of key details for each main idea.	RI.6.2b Identify main ideas and connect them to relevant details in story order.	RI.6.2c Identify the main idea of a text.
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	RI.6.3a Describe how individuals, ideas, and events are introduced and illustrated.	RI.6.3b Identify how individuals, ideas, and events are introduced and illustrated.	RI.6.3c Identify individual, ideas, or events described in informational text.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<u>Craft and Structure</u>			
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. See RL.6.4.	RI.6.4a Explain the meaning of words or phrases as they are used in a text, including technical or connotative meanings.	RI.6.4b Identify words that evoke feelings or emotion.	RI.6.4c Match pictures or objects to words or phrases based on how they are used in a text.
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. See RL.6.5 but substitute “development of ideas” for “setting, theme, or plot.”	RI.6.5a Explain how a particular sentence, paragraph, or chapter contributes to the overall meaning of the text.	RI.6.5b Identify a sentence or paragraph that explains or supports a specific key idea in the text.	RI.6.5c Identify the main idea of a paragraph or chapter. Match a sentence to the appropriate paragraph or chapter in the text.
RI.6.6 Determine an author’s perspective or purpose in a text and explain how it is conveyed in the text.	RI.6.6a Explain how details in the text support the author’s perspective.	RI.6.6b Identify details that show the author’s purpose of the text.	RI.6.6c Identify the purpose of a text.
<u>Integration of Knowledge and Ideas</u>			
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	RI.6.7a Integrate information from two formats to demonstrate an understanding of the topic.	RI.6.7b Combine information from two formats that are about the same or similar topic.	RI.6.7c Identify information from two formats that are about the same or similar topic (text, map, chart, table, graph, etc.).
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.	RI.6.8a Identify a stated or implied opinion in a text and determine whether the support provided is relevant.	RI.6.8b Identify an author’s opinion or claim in a text.	RI.6.8c Recognize an opinion or stance stated in a text.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by a person and a biography written about the same person).	RI.6.9a Explain similarities or differences in information about the same topic in two different sources (materials should address grade-appropriate topics).	RI.6.9b Identify information about the same topic in two different sources (materials should address grade-appropriate topics).	RI.6.9c Recognize the same topic when presented in two different forms (e.g., biography, textbook description of events about the same person; materials should address grade-appropriate topics).
Range of Reading and Level of Text Complexity			
RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.6.10a Read supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.	RI.6.10b Read or participate in supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.	RI.6.10c Actively engage in supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.
<i>Writing</i>			
Text Types and Purposes			
W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a. Establish a thesis statement to present an argument. b. Introduce claim(s) 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.	W.6.1a Introduce a topic, express an opinion on it, and organize relevant details to support the position, using two or more sentences.	W.6.1b Answer a question that requires an opinion or position and create a sentence that captures the justification for it.	W.6.1c Express an opinion on a topic and provide a supporting detail.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←	←—————→		Least Complex
<p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Establish a thesis statement to present information.</p> <p>b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>W.6.2a Introduce a topic, and provide logically organized supporting details and a concluding statement</p> <p>For example:</p> <p>Topic _____</p> <p>Intro. Sent. _____</p> <p>Fact 1 _____</p> <p>Fact 2 _____</p> <p>Fact 3 _____</p> <p>Fact 4 _____</p> <p>Conclusion _____</p>	<p>W.6.2b Introduce a topic and generate more than one factual sentence about it.</p>	<p>W.6.2c Select a picture that matches a specific topic.</p>
<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques—such as dialogue, pacing, and description—to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>W.6.3a Relate a personal experience or tell a story that includes descriptions of settings and characters, and a logical sequence of events with a conclusion using a graphic organizer or story map (e.g., concluding event or falling action).</p>	<p>W.6.3b Relate a personal experience or tell a story that includes a setting, characters, and a logical sequence of events using a graphic organizer or story map.</p>	<p>W.6.3c Relate a personal experience using pictures, words, and/or sentences. Include a beginning, middle, and end using a graphic organizer or story map.</p>

<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex			Least Complex
<u>Production and Distribution of Writing</u>			
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4a Identify formal and informal writing tasks and select language appropriate for each task.	W.6.4b Compose one or more sentences on a selected topic.	W.6.4c Select a topic and recognize details that are relevant to it.
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5a With some guidance and support, plan, draft, and edit writing (use rubrics or checklists) to convey a clear message.	W.6.5b With some guidance and support, edit simple sentences to improve their clarity (e.g., check for spacing, conventions, capitalization, punctuation, spelling, word choice).	W.6.5c With guidance and support, determine whether the order of words within a sentence should be revised.
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.	W.6.6a Independently use digital tools to generate two or more paragraphs about a topic.	W.6.6b With guidance and support, work collaboratively using digital tools to generate several sentences about a topic (digital tools may include AAC device, sentence building software, digital picture selection, keyboard).	W.6.6c With guidance and support, work collaboratively using digital tools to generate a simple sentence about a topic (digital tools may include AAC device, sentence building software, digital picture selection, keyboard).
<u>Research to Build and Present Knowledge</u>			
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	W.6.7a Identify information relevant to a research topic from two or more sources.	W.6.7b Identify questions for research on a given topic.	W.6.7c Participate in group writing and research projects.
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.	W.6.8a Select information from several sources and organize it to expand knowledge on a topic.	W.6.8b Select information from a source to support a position or summarize a position about a topic.	W.6.8c Search for information from print and digital resources using key words, phrases, or questions.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←	←		Least Complex
<p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>W.6.9a Select information from several relevant and reliable sources and organize it to expand knowledge.</p>	<p>W.6.9b Select information from relevant and reliable sources to support a position or summarize information.</p>	<p>W.6.9c Read information from both literary and informational texts about the same topic.</p>
Range of Writing			
<p>W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.6.10a Write routinely for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.6.10b Participate routinely in supported writing activities for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.6.10c Participate in routine and varied writing activities.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<i>Speaking and Listening</i>			
Comprehension and Collaboration			
<p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>SL.6.1a Ask questions relevant to specific parts of the topic under discussion; share one idea.</p>	<p>SL.6.1b Actively listen to others and respond to their questions.</p>	<p>SL.6.1c Actively listen to one other person and respond to questions (use body language and gestures as signs of agreeing or disagreeing with the discussion).</p>
<p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>SL.6.2a Identify the main points of a presentation and show how the points support the main idea or topic.</p>	<p>SL.6.2b Identify key details in a presentation and relate them to the main idea or claim.</p>	<p>SL.6.2c Identify the main idea from presentations in various media.</p>
<p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SL.6.3a Identify a speaker's argument or claim and note the evidence provided to support the position.</p>	<p>SL.6.3b Identify a speaker's position on a topic by citing key details that were included.</p>	<p>SL.6.3c Identify a speaker's position on a topic.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Presentation of Knowledge and Ideas			
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.6.4a Present information in a clear, coherent message, using appropriate social conventions (e.g., eye contact, appropriate volume, expression, articulation).	SL.6.4b Communicate a coherent message using facts and details; apply appropriate social conventions (e.g., eye contact, appropriate volume).	SL.6.4c Communicate a claim or position to at least one other person.
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SL.6.5a Independently include one or more multimedia components to a presentation.	SL.6.5b Identify the multimedia components (audio, video, pictures, displays, maps, etc.) used in a presentation.	SL.6.5c Identify multimedia components (audio, video, pictures, displays, maps, etc.).
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6a Communicate using formal English when a situation (e.g., classroom, office) warrants it.	SL.6.6b Identify the settings/situations in which informal language is acceptable.	SL.6.6c Identify samples of speech that are appropriate in formal or informal situations.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<i>Language</i>			
Conventions of Standard English			
<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p>L.6.1a Demonstrate the conventions of grammar when writing or speaking, including the correct use of pronouns.</p>	<p>L.6.1b Communicate using the conventions of standard English grammar, including</p> <ul style="list-style-type: none"> • Nouns, pronouns 	<p>L.6.1c Communicate using gestures, pictures, phrases, or other tools.</p>
<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell words correctly.</p>	<p>L.6.2a Generate compound or complex sentences, using correct conventions of capitalization, punctuation (including commas in a series), and adherence to spelling patterns (CVC, CCVC, CVCC).</p>	<p>L.6.2b Generate simple and compound sentences that include correct conventions of capitalization, punctuation, and spelling of common words using available tools and resources.</p>	<p>L.6.2c Identify capital letters for familiar names and at the beginning of sentences. Identify appropriate punctuation at the ends of sentences.</p>
Knowledge of Language			
<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/ listener interest, and style.</p> <p>b. Maintain consistency in style and tone.</p>	<p>L.6.3a Use a variety of sentence patterns when speaking or writing; be consistent in the style of speaking or writing throughout the presentation or composition.</p>	<p>L.6.3b Use a variety of sentence patterns when speaking or writing.</p>	<p>L.6.3c Communicate a message that expresses a complete thought (e.g., wants and needs in student's preferred mode of communication).</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Vocabulary Acquisition and Use			
<p>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 a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>L.6.4a Use context clues, word structure, or reference materials to determine the meaning of unfamiliar words or phrases.</p>	<p>L.6.4b Use sentence or paragraph-level context to determine the meaning of a word in a particular context; apply understanding of common affixes (e.g., un-, re-, -ed, -es, ing) to determine word meaning.</p>	<p>L.6.4c Determine the meaning of a word using context clues, including graphics and/or word root and common morphemes.</p>
<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., <i>cause/effect</i>, <i>part/whole</i>, <i>item/category</i>) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>frugal</i>, <i>thrifty</i>).</p>	<p>L.6.5a Explain the meaning of figures of speech; explain the different connotations of words that address a similar concept (e.g., <i>irritated</i> vs. <i>angry</i>).</p>	<p>L.6.5b Identify the relationship between words and phrases such as part-whole, cause/effect.</p>	<p>L.6.5c Identify connections between words and their uses.</p>
<p>L.6.6 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.</p>	<p>L.6.6a Use grade-level, age-appropriate academic and content-specific words and phrases in speaking and writing.</p>	<p>L.6.6b Use grade-level, age-appropriate academic and content-specific words and phrases in conversations.</p>	<p>L.6.6c Communicate using grade-level words and phrases acquired through interactions with others.</p>

GRADE 7

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<i>Reading Standards for Literature</i>			
<u>Key Ideas and Details</u>			
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.7.1a Cite two pieces of evidence in text to support answers to literal and inferential questions (e.g., give two reasons why the character might have chosen to ____ about ____).	RL.7.1b Identify evidence in the text to support answers to literal and inferential questions.	RL.7.1c Answer questions about specific details in text.
RL.7.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.	RL.7.2a Summarize text, including theme(s) or central idea(s), and show how these are supported through the sequence of events or through characterization.	RL.7.2b Identify the theme or central idea of a text and locate supporting evidence in the text. A text may have more than one theme.	RL.7.2c Sequence main events in relation to a stated theme or central idea.
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RL.7.3a Explain how details in text structures (chapters, acts, stanzas, verses) within stories, poems, plays, or songs contribute to the overall meaning of the text.	RL.7.3b Identify connections among characters, ideas, or events.	RL.7.3c Identify story elements (characters, events, settings, problem, or solution) in a story.
<u>Craft and Structure</u>			
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 specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	RL.7.4a Explain the meaning of words/phrases as they are used in a text, including alliteration, figurative language, and sensory language.	RL.7.4b Identify the meaning of words or phrases based on how they are used in a text.	RL.7.4c Identify words or phrases that rhyme or are examples of alliteration.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←	←		Least Complex
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	RL.7.5a Identify structures within stories, poems, plays, or songs and explain how each contributes to the overall meaning of the text.	RL.7.5b Describe the characteristics (both form and structure) that are unique to a poem, play, or story (e.g., words and phrases organized into stanzas; rhythm, rhyme, character-specific dialogue; sequence of events).	RL.7.5c Identify a poem, play, or story based on its structure.
RL.7.6 Analyze how an author uses point of view to develop and contrast the perspectives of different characters or narrators in a text.	RL.7.6a Compare the difference in perspective of two different characters in a story.	RL.7.6b Identify the storyteller, and describe his/her role in the story.	RL.7.6c Identify who is telling the story (e.g., narrator or character).
Integration of Knowledge and Ideas			
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	RL.7.7a Explain the effect of the similarities or differences between print and multimedia/live productions of the same story, drama, or poem.	RL.7.7b Describe the key similarities or differences between print and multimedia/live productions of the same story, drama, or poem.	RL.7.7c Identify key similarities or differences between print and multimedia/live productions of the same story, drama, or poem.
RL.7.8 (Not applicable to literature)			
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	RL.7.9a Compare and contrast similarities and differences between the characters and events from a fictional and historical text when both are about the same time period.	RL.7.9b Describe the similar characters and events from a fictional and historical text of the same event/time period.	RL.7.9c Identify similar characters and events from a fictional and historical text of the same event/time period.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Range of Reading and Level of Text Complexity			
RL.7.10 By the end of the year, read and comprehend literature—including stories, dramas, and poems—in the grades 6–8 text complexity band proficiently with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self or text-to-text and text-to-world connections that deepen understanding of the text.	RL.7.10a Read supported grade-level/age-appropriate adapted literature materials.	RL.7.10b Participate in or read supported grade-level/age-appropriate, adapted literature materials.	RL.7.10c Actively engage in supported grade-level/age-appropriate, adapted literature materials.
<i>Reading Standards for Informational Text</i>			
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.7.1a Create a citation of text evidence using a template or graphic organizer.	RI.7.1b Locate details from a text to support the answers to literal questions.	RI.7.1c Answer literal questions about a text.
RI.7.2 Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development.	RI.7.2a Track a central idea from beginning to end and describe how the ideas evolve from the beginning to the end of the text.	RI.7.2b Identify central ideas and supporting details in a text using a graphic organizer.	RI.7.2c Identify one or more central ideas in a text.
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	RI.7.3a Describe similarities, differences and influences among ideas and events in a text.	RI.7.3b Identify connections among ideas or events in a text.	RI.7.3c Identify individuals, ideas, or events described in an informational 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 a specific word choice on meaning and tone.	RI.7.4a Interpret the figurative, connotative, or technical meanings of words or phrases; explain how the tone of the text is advanced by word choice.	RI.7.4b Explain the meaning of words or phrases as they are used in a text, including technical meanings.	RI.7.4c Match pictures or objects to words or phrases based on how they are used in a text.

Learning Standard	Complexity a	Complexity b	Complexity c	
Most Complex	←—————→			Least Complex
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	RI.7.5a Explain how specific sentences, paragraphs, or chapters contribute to the overall meaning of the text.	RI.7.5b Examine chapter titles and sub-topics and explain their connection.	RI.7.5c Use the title to identify the main idea of a text.	
RI.7.6 Determine an author's perspective or purpose in a text and analyze how the author distinguishes his/her position from that of others.	RI.7.6a Identify the author's attitudes or feelings about the subject matter as conveyed through the choice of words and phrases in the text.	RI.7.6b Identify two or more details that provide information about the purpose of the text or the author's perspective.	RI.7.6c Recognize a detail that identifies the purpose of a text.	
Integration of Knowledge and Ideas				
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	RI.7.7a Identify similarities or differences in the treatment of a topic in different media forms (e.g., text and video) and evaluate the effectiveness of each.	RI.7.7b Match details in a text to details presented in another format (audio, visual, multimedia).	RI.7.7c Recognize the same idea depicted in two different forms of media (e.g., paragraph describing the amount of rain that fell over two days and a simple bar graph that depicts the same information).	
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	RI.7.8a Given an argument or claim, determine whether the support provided is relevant and sufficient.	RI.7.8b Identify details in a text that support a claim.	RI.7.8c Identify an opinion statement (i.e., distinguish fact from opinion).	
RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	RI.7.9a Identify differences in facts or evidence about the same topic in two or more sources.	RI.7.9b Compare and contrast information about the same topic written by two different authors.	RI.7.9c Recognize the same topic when presented in two different forms (e.g., textbook and website).	

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Range of Reading and Level of Text Complexity			
RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.7.10a Read supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.	RI.7.10b Read or participate in supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.	RI.7.10c Actively engage in supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.
<i>Writing</i>			
Text Types and Purposes			
W.7.1 Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Establish a thesis statement to present an argument. b. Introduce claim(s), acknowledge alternative or opposing claims, 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 words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented. 	W.7.1a Generate a text of one paragraph on a topic. Provide an introduction, express a claim or argument, and organize relevant details to support the position.	W.7.1b Introduce a topic, express an opinion on it, and select a logical reason to support it.	W.7.1c Express an opinion and provide a reason for it.

Learning Standard	Complexity a	Complexity b	Complexity c	
Most Complex				Least Complex
<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Establish a thesis statement to present information.</p> <p>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>W.7.2a Organize sentences containing an introduction, a thesis statement, relevant supporting facts, and a conclusion into a coherent paragraph (e.g., Topic: _____ Intro. Sent. _____ Fact 1 _____ Fact 2 _____ Fact 3 _____ Fact 4 _____ Conclusion).</p>	<p>W.7.2b Introduce a topic and generate two factual sentences about it.</p>	<p>W.7.2c Select a topic and provide a detail to support information about it.</p>	

<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←	←		Least Complex →
<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques—such as dialogue, pacing, and description—to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>W.7.3a Relate a personal experience or tell a story that includes a setting, characters, and a logical sequence of events. Include narrative techniques such as description and dialogue.</p>	<p>W.7.3b Relate a personal experience or tell a story that includes details to describe the setting and characters, and a logical sequence of two or more events.</p>	<p>W.7.3c Relate a personal experience using pictures, words, and/or sentences. Include a beginning that introduces a character, a middle section that presents a problem, and an ending that provides a solution to the problem.</p>
Production and Distribution of Writing			
<p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>W.7.4a Organize sentences on a topic in a logical order and following a particular style that is appropriate for the intended audience.</p>	<p>W.7.4b Organize sentences on a topic in a logical order.</p>	<p>W.7.4c Recognize terms that can be used to introduce a topic or story.</p>
<p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>W.7.5a With guidance and support, plan, draft, and edit writing to convey a clear message for the intended purpose or audience.</p>	<p>W.7.5b With guidance and support, edit simple sentences to improve their clarity for the intended purpose or audience.</p>	<p>W.7.5c With guidance and support, recognize when the order of sentences should be revised.</p>

Learning Standard	Complexity a	Complexity b	Complexity c	
Most Complex	←—————→			Least Complex
W.7.6 Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others, including linking to and citing sources.	W.7.6a Independently use digital tools to cite one or more sources of information used to produce writing about a topic.	W.7.6b Collect information from relevant sources to compose writing to answer a question about a topic.	W.7.6c Match key words from a source to conduct an online search of a topic.	
Research to Build and Present Knowledge				
W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	W.7.7a Identify related information from different sources to answer a series of 2–3 related questions.	W.7.7b Collect information from two or more relevant sources to explore a topic or answer a question.	W.7.7c Match information from a source to a relevant topic.	
W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.	W.7.8a Select information from several online sources and organize it to describe, explain, or expand knowledge on a topic. Identify reliable sources (e.g., websites that end in .gov or .org).	W.7.8b Select quotations from a reliable source (e.g., websites that end in .gov or .org) to support or summarize a topic.	W.7.8c Select relevant information related to a given topic from an array of cited sources.	
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	W.7.9a Using a graphic organizer, compare and contrast fictional portrayals and historic accounts of the same event.	W.7.9b Review information on a topic and sort it into categories (e.g., fact, opinion, fiction).	W.7.9c Recognize works of literary or historical significance and sort into fiction and nonfiction.	


Learning Standard	Complexity a	Complexity b	Complexity c	
Most Complex	←—————→			Least Complex
Range of Writing				
W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.7.10a Write routinely on short writing tasks that will be combined into a longer text (e.g., sections of a research project).	W.7.10b Write routinely for short amounts of time, creating sentences and short texts on a topic.	W.7.10c Participate in routine and varied writing activities.	
<i>Speaking and Listening</i>				
Comprehension and Collaboration				
<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	SL.7.1a Ask or answer questions relevant to specific parts of the topic to contribute to a discussion.	SL.7.1b Follow social rules that should be demonstrated during a group conversation.	SL.7.1c Use tools that scaffold independence during discussions (e.g., timers, role descriptions, speaker pass, social stories, dialogue prompts, outlines, etc.).	
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL.7.2a Summarize the main points of a presentation and show how the points support the speaker's purpose or message.	SL.7.2b Identify the main idea and two details from presentations in various media.	SL.7.2c Identify the main idea and one detail from presentations in various media.	


Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.7.3a Distinguish claims that are supported by evidence from claims that are not.	SL.7.3b Identify relevant details that were included in an argument.	SL.7.3c Identify a speaker's position or topic.
Presentation of Knowledge and Ideas			
SL.7.4 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.7.4a Distinguish claims that are supported by evidence from claims that are not.	SL.7.4b Identify relevant details that were included in an argument.	SL.7.4c Identify a speaker's position or topic.
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	SL.7.5a Add multimedia components to enhance a presentation independently.	SL.7.5b Add multimedia components to illustrate points and clarify information.	SL.7.5c With guidance and support, choose materials to illustrate points in a presentation.
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.7.6a Communicate multiple points of information specific to the purpose or audience.	SL.7.6b Communicate effectively in formal and informal settings (e.g., classroom, doctor's office, library).	SL.7.6c Know types of speech that are appropriate for formal and informal situations.
<i>Language</i>			
Conventions of Standard English			
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	L.7.1a Demonstrate the conventions of grammar when writing or speaking by forming declarative, imperative, interrogative sentences and complex sentences.	L.7.1b Communicate using the conventions of standard English grammar, including simple and compound sentences.	L.7.1c Communicate using simple sentences.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie” but not “He wore an old [,] green shirt”).</p> <p>b. Spell words correctly.</p>	<p>L.7.2a Generate sentences in a variety of structures, using correct conventions of capitalization, punctuation (including commas in a series), and adherence to spelling patterns (CVC, CCVC, CVCC, VCe).</p>	<p>L.7.2b Generate sentences that include correct conventions of capitalization, punctuation, and spelling of common words using available tools and resources.</p>	<p>L.7.2c Use capital letters for familiar names and at the beginning of sentences. Use appropriate punctuation at the ends of sentences.</p>
Knowledge of Language			
<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely.</p> <p>b. Recognize and eliminate wordiness and redundancy.</p>	<p>L.7.3a Apply conventions of standard English speaking or writing by filtering out extraneous information while focusing on the main points of the message.</p>	<p>L.7.3b Convey a message that is concise and to the point, without extraneous information.</p>	<p>L.7.3c Use language to share thoughts or feelings with others.</p>
Vocabulary Acquisition and Use			
<p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>L.7.4a Use context clues, word structure, or reference materials to determine the meaning of unfamiliar words or phrases.</p>	<p>L.7.4b Use sentence or paragraph-level context to determine the meaning of unfamiliar or multiple-meaning words or phrases.</p>	<p>L.7.4c Determine the meaning of a word.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←	←		Least Complex
<p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<p>L.7.5a Explain the meaning of figurative language (e.g., similes, metaphors).</p>	<p>L.7.5b Identify the relationship between words such as synonyms and antonyms and simple connotations.</p>	<p>L.7.5c Identify connections between words and their uses.</p>
<p>L.7.6 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.</p>	<p>L.7.6a Use grade-level, age-appropriate academic and content-specific words and phrases in speaking and writing.</p>	<p>L.7.6b Sort academic and domain-specific words by connecting them to an appropriate subject or topic.</p>	<p>L.7.6c Communicate using grade-level words and phrases acquired through interactions with others.</p>

GRADE 8

<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex			Least Complex
<i>Reading Standards for Literature</i>			
<u>Key Ideas and Details</u>			
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL.8.1a Evaluate evidence in text to identify and select the evidence that most strongly supports answers to questions that require inference.	RL.8.1b Locate evidence from the text and use it to support answers to literal and inferential questions.	RL.8.1c Identify details that support answers to literal questions.
RL.8.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Incorporate a theme and its relationship to other story elements into an objective summary of the text.	RL.8.2a Summarize text, including theme(s) or central idea(s), and show how these are supported through the sequence of events and through characterization and use of setting.	RL.8.2b Identify the themes or central ideas and locate evidence from the text to support them.	RL.8.2c Sequence main events in relation to a stated theme or central idea.
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.	RL.8.3a Describe the story's plot and explain how the events and characters contribute to the resolution of the story.	RL.8.3b Explain how a character's actions affect the plot.	RL.8.3c Identify the problem in a story and how it is resolved.
<u>Craft and Structure</u>			
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, mood, and tone, including analogies or allusions to other texts.	RL.8.4a Explain the meaning of words/phrases indicated by analogies or allusions as they are used in a text, including figurative language.	RL.8.4b Select phrases or passages in text that allude to something not directly stated.	RL.8.4c Connect the term "analogy" with making a comparison.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←  → Least Complex			
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.8.5a Describe the similarities and differences in the structure and meaning of two different texts.	RL.8.5b Identify similarities in structure and meaning of two different texts.	RL.8.5c Identify structures within texts.
RL.8.6 Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.	RL.8.6a Compare the perspective of two different characters in a story and explain how these perspectives add to the narrative.	RL.8.6b Identify words or phrases the author uses to evoke feelings.	RL.8.6c Identify characters and describe their perspectives.
Integration of Knowledge and Ideas			
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	RL.8.7a Explain the effect of the choices made by directors or authors in print and multimedia/live productions of the same story, drama, or poem.	RL.8.7b Describe the key similarities and differences between print and multimedia/live productions of the same story, drama, or poem.	RL.8.7c Identify key similarities or differences between print and multimedia/live productions of the same story, drama, or poem.
RL.8.8 (Not applicable to literature)			
RL.8.9 Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as but not limited to the Bible and the <i>Epic of Gilgamesh</i> , including describing how the material is rendered new.	RL.8.9a Recognize the influence of a traditional work of fiction on a more recent story.	RL.8.9b Identify similarities in characters, themes, and events between two stories, including myths, traditional stories, and religious literary texts.	RL.8.9c Identify a character, theme, or event from a story (e.g., myths, traditional stories, religious literary texts).

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Range of Reading and Level of Text Complexity			
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self or text-to-text and text-to-world connections that deepen understanding of the text.	RL.8.10a Read and comprehend supported grade-level/age-appropriate, adapted literature materials.	RL.8.10b Participate in or read supported grade-level/age-appropriate, adapted literature materials.	RL.8.10c Actively engage in supported grade-level/age-appropriate, adapted literature materials.
<i>Reading Standards for Informational Text</i>			
Key Ideas and Details			
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1a Given 2–3 pieces of evidence, choose the evidence in text that best supports answers to inferential questions.	RI.8.1b Identify a detail from text that best supports the answers to literal or inferential questions.	RI.8.1c Identify details that support answers to literal questions.
RI.8.2 Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text.	RI.8.2a Identify a main idea and trace its development (e.g., supporting ideas, details) across events in the text.	RI.8.2b Sequence related events, ideas, or steps in a process from beginning, middle, and end of the text; identify the central idea of the text.	RI.8.2c Identify the topic(s) of a text including central ideas and details.
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	RI.8.3a Compare and/or contrast similarities and differences among ideas and events in a text.	RI.8.3b Identify connections among ideas and events in a text.	RI.8.3c Identify individuals, ideas, and/or events described in informational text.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ← → Least Complex	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, including analogies or allusions to other texts.	RI.8.4a Identify the meaning of technical, connotative, and figurative words or phrases as they are used in a text.	RI.8.4b Explain how the author's word choice affects the tone of the text.	RI.8.4c Identify words or phrases that suggest the senses.
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.8.5a Explain how specific sentences within a paragraph work together to structure the key concepts within a text.	RI.8.5b Identify a statement in the text that links one idea to another.	RI.8.5c Identify a paragraph that addresses a specific key concept in the text.
RI.8.6 Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	RI.8.6a Describe conflicting evidence or viewpoints within a text.	RI.8.6b Explain the perspective or the purpose of a text.	RI.8.6c Identify differences in the purpose of texts.
Integration of Knowledge and Ideas			
RI.8.7 Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	RI.8.7a Identify similarities and differences in the treatment of a topic in different media forms.	RI.8.7b Identify details in a text that are also evident in a different medium (e.g., a map, table, graph, or chart).	RI.8.7c Identify the same idea depicted in two different forms of media (e.g., picture of George Washington at Mount Vernon and a paragraph describing Washington's life at Mount Vernon).
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI.8.8a Identify a stated argument or claim and determine whether the support provided is relevant and sufficient.	RI.8.8b Identify details in a text that support an opinion.	RI.8.8c Identify an opinion statement in a text.
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify whether the texts disagree on matters of fact or interpretation.	RI.8.9a Explain discrepancies in information about the same topic in two or more sources.	RI.8.9b Identify discrepancies in information about the same topic in two different sources.	RI.8.9c Identify resources in two or more formats on the same topic (e.g., textbook, magazine, website, etc.).

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Range of Reading and Level of Text Complexity			
RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	RI.8.10a Read and comprehend supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.	RI.8.10b Read or participate in supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.	RI.8.10c Actively engage in supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science, and technical texts.
<i>Writing</i>			
Text Types and Purposes			
W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Establish a clear thesis statement to present an argument. b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternative or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, and demonstrate an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented.	W.8.1a Generate a text of one or more paragraphs on a topic. Provide an introduction, express a claim or argument, and organize relevant details to support the position.	W.8.1b Compare two or more opinions on the same topic by providing an argument statement to support each claim.	W.8.1c Express a claim or opinion in writing.

<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex	←—————→		Least Complex
<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Establish a clear thesis statement to present information.</p> <p>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</p> <p>c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>W.8.2a Generate an informative writing text using a formal style, including a topic sentence with supporting facts, details, and a concluding sentence.</p>	<p>W.8.2b Introduce a topic and generate three factual sentences about it.</p>	<p>W.8.2c Select a topic and provide a detail to support information about it.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←	←		Least Complex →
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques—such as dialogue, pacing, description, and reflection—to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>W.8.3a Generate a text that includes narrative elements (e.g., dialogue, pacing, description); a logical sequence of events; and a conclusion (e.g., what was experienced, observed, or resolved).</p>	<p>W.8.3b Generate a narrative text with a logical sequence of events, descriptive details, and a conclusion that reflects on the experience or resolves the conflict.</p>	<p>W.8.3c Communicate a sequence of events based on personal experiences or events, including a logical conclusion.</p>
Production and Distribution of Writing			
<p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>W.8.4a Apply formal and informal language appropriate for each writing task.</p>	<p>W.8.4b Organize sentences on a topic in a logical order, including an introductory sentence.</p>	<p>W.8.4c Identify terms that can be used to introduce a topic or story.</p>
<p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>W.8.5a With guidance and support, plan, draft, and edit writing to convey a clear message for the intended purpose or audience.</p>	<p>W.8.5b With guidance and support, edit simple sentences to improve their clarity for the intended purpose or audience.</p>	<p>W.8.5c With guidance and support, recognize when the order of sentences should be revised.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←	←		Least Complex →
W.8.6 Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.	W.8.6a Use information from print or digital sources to generate several relevant sentences about a topic using collaboration.	W.8.6b Use information from multiple print or digital sources to generate more than one sentence about a topic.	W.8.6c Use information from print or digital sources to generate a simple sentence about a topic.
Research to Build and Present Knowledge			
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	W.8.7a Use two or more sources to answer a self-generated research question.	W.8.7b Collect information from relevant sources to answer a question.	W.8.7c Select and ask a question to gain information for research.
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.	W.8.8a Select relevant information from several reliable sources (e.g., websites that end in .gov or .org) and organize it to describe, explain, or expand knowledge on a topic.	W.8.8b Select quotations from a source to support or summarize a topic.	W.8.8c Match information from a source to a relevant topic.
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 reading standards to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as but not limited to the Bible and the <i>Epic of Gilgamesh</i> , including describing how the material is rendered new”). b. Apply grade 8 reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	W.8.9a Select information from several relevant and reliable sources and organize it to describe, explain, and expand knowledge on a topic.	W.8.9b Select quotations from a source to support or summarize a topic.	W.8.9c Classify works of literary or historical significance as fiction or nonfiction.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Range of Writing			
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.8.10a Write routinely for a range of discipline-specific tasks, purposes, and audiences.	W.8.10b Produce writing to complete a specific task within a given time frame.	W.8.10c Participate in routine and varied writing activities.
<i>Speaking and Listening</i>			
Comprehension and Collaboration			
<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views considering the evidence presented.</p>	SL.8.1a Ask and answer questions relevant to specific parts of the topic under discussion; share ideas and/or add details.	SL.8.1b Follow rules of discussion; ask or answer questions to contribute to the discussion.	SL.8.1c Actively listen to a small group of others and respond to questions.
SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	SL.8.2a Summarize the main points of a presentation and show how the points support the speaker's motives.	SL.8.2b Identify possible motives (e.g., social, commercial, political) behind a presentation.	SL.8.2c Identify key details from presentations in various media.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ← → Least Complex			
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	SL.8.3a Identify a speaker's argument or claim and explain how the evidence provided supports the position.	SL.8.3b Sort key details that were included in an argument as relevant or not relevant.	SL.8.3c Identify a speaker's position or topic.
Presentation of Knowledge and Ideas			
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.8.4a Express an opinion and provide valid information in a clear, coherent message, using appropriate social conventions.	SL.8.4b Communicate a coherent message using appropriate details and social conventions (e.g., eye contact, voice tone, formal or informal language).	SL.8.4c Communicate information using appropriate social conventions.
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	SL.8.5a Use two or more multimedia components to clarify information or support an opinion independently.	SL.8.5b Add multimedia components to enhance a presentation.	SL.8.5c With guidance and support, choose materials to illustrate points in a presentation.
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.8.6a Communicate ideas or opinions using formal or informal language that is specific to the purpose or audience.	SL.8.6b Communicate multiple ideas of information specific to the purpose or audience.	SL.8.6c Effectively communicate in formal and informal conversations.


Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<i>Language</i>			
Conventions of Standard English			
<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active voice and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p>L.8.1a Generate complex sentences forming varied sentence structures to make content interesting.</p>	<p>L.8.1b Communicate using the conventions of standard English grammar, including</p> <ul style="list-style-type: none"> ● Nouns, pronouns ● Verbs in active voice ● Prepositions ● Adjectives and adverbs <p>Use a variety of sentence structures.</p>	<p>L.8.1c Communicate using sentences pictures, gestures, or AAC.</p>
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell words correctly.</p>	<p>L.8.2a Generate sentences in a variety of structures, using correct conventions of capitalization, punctuation (including commas in a series), and adherence to spelling patterns (CVC, CCVC, CVCC, VCe, VVC).</p>	<p>L.8.2b Generate simple sentences that include correct conventions of capitalization, punctuation, and spelling of grade-level words using available tools and resources.</p>	<p>L.8.2c Use capital letters and ending punctuation in sentences; spell phonetically regular words correctly.</p>
Knowledge of Language			
<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).</p> <p>b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).</p>	<p>L.8.3a Apply conventions of standard English specific to the purpose when speaking or writing.</p>	<p>L.8.3b Apply conventions of standard English when speaking or writing.</p>	<p>L.8.3c Use language in the student's preferred communication mode to share thoughts and feelings with others.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ← → Least Complex	Vocabulary Acquisition and Use		
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>L.8.4a Use context clues, word structure, or reference materials to determine the meaning of unknown words, including multiple-meaning words or phrases.</p>	<p>L.8.4b Use sentence or paragraph-level context to determine the meaning of unfamiliar or multiple-meaning words or phrases.</p>	<p>L.8.4c Determine the meaning of a word.</p>
<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	<p>L.8.5a Explain the meaning of figurative language (e.g., similes, metaphors, idioms).</p>	<p>L.8.5b Identify the difference between literal and nonliteral meanings of words based on their use in context.</p>	<p>L.8.5c Identify connections between words and their uses.</p>
<p>L.8.6 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.</p>	<p>L.8.6a Use grade-level, age-appropriate academic and content-specific words and phrases in speaking and writing.</p>	<p>L.8.6b Use grade-level, age-appropriate academic and content-specific words and phrases in conversations.</p>	<p>L.8.6c Communicate using words and phrases acquired through interactions with others.</p>

Grade 9-10 <i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex	←—————→		Least Complex
<i>Reading Standards for Literature</i>			
<u>Key Ideas and Details</u>			
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1a Cite details from text to support the answers to literal and inferential questions using grade level appropriate text.	RL.9-10.1b Cite details from the text to support the answers to literal questions.	RL.9-10.1c Identify details that are stated in the text.
RL.9-10.2 Analyze literary text development. a. Determine a theme 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. b. Provide an objective summary of the text that includes the theme and relevant story elements.	RI.9-10.2a Summarize a central idea in a text, including the main topic and how the details impact ideas.	RL.9-10.2b Identify the theme of a text and support it with main events and details.	RL.9-10.2c Sequence main events in relation to a stated theme using a grade-level/age-appropriate text.
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3a Explain connections among events, ideas, individuals or steps in text.	RL.9-10.3b Identify and describe how a character's traits, motivations, or feelings contribute to the resolution of the story.	RL.9-10.3c Match an action to the resolution of a problem in a story.
<u>Craft and Structure</u>			
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 cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place an emotion, or sets a formal or informal tone).	RL.9-10.4a Determine the meaning of words and phrases as they are used in a text; analyze figurative language, connotation, and tone within a text.	RL.9-10.4b Determine the meaning of words or phrases based on the impact and how they are used in a text.	RL.9-10.4c Match pictures to words or phrases based on how they are used in a text that specifically address the mood (e.g., match a picture of a sad face with the phrase "sat with his head down").

Grade 9-10 <i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex	←—————→		Least Complex
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create effects such as mystery, tension, or surprise.	RL.9-10.5a Explain how the author's use of literary techniques (e.g., pacing, flashbacks) contributes to the effect of a text.	RL.9-10.5b Describe how the author's use of literary techniques (e.g., pacing, flashbacks) contributes to the effect of a text.	RL.9-10.5c Identify the effects of a text on the reader (e.g., funny, sad, surprised).
RL.9-10.6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RL.9-10.6a Explain the differences between cultural experiences in a story or drama from the United States and another country.	RL.9-10.6b Explain similarities between cultural experiences in a story or drama from the United States and another country.	RL.9-10.6c Identify cultural experiences in a story or drama from outside the United States.
<u>Integration of Knowledge and Ideas</u>			
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., W. H. Auden's "Musée des Beaux Arts" and Pieter Breughel's <i>Landscape with the Fall of Icarus</i>).	RL.9-10.7a Explain how multiple interpretations of a story are connected.	RL.9-10.7b Describe multiple interpretations of a story.	RL.9-10.7c Identify key similarities or differences between print and other artistic media (e.g., poem/song and painting/statue).
RL.9-10.8 (Not applicable to literature)			
RL.9-10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how William Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare).	RL.9-10.9a Explain the similarities and differences in how an author changes a text based on the original source material.	RL.9-10.9b Describe events from two or more texts from a specific time period.	RL.9-10.9c Identify events from two or more texts from a specific time period.

Grade 9-10 <i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←—————→ Least Complex	Range of Reading and Level of Text Complexity		
RL.9-10.10 By the end of grade 9, read and comprehend literature—including stories, dramas, and poems—in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of a complex text. By the end of grade 10, read and comprehend literature—including stories, dramas, and poems—at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of a complex text.	RL.9-10.10a Read grade-level/age-appropriate, adapted literature materials.	RL.9-10.10b Read supported grade-level/age-appropriate, adapted literature materials.	RL.9-10.10c Actively participate in supported grade-level/age-appropriate, adapted literature materials.
<i>Reading Standards for Informational Text</i>			
Key Ideas and Details			
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1a Cite details from the text to support the answers to literal and inferential questions using a grade-level/age-appropriate text.	RI.9-10.1b Cite details from the text to support the answers to literal questions.	RI.9-10.1c Answer literal questions from the text.
RI.9-10.2 Analyze informational text development. <p>a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.</p> <p>b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.</p>	RI.9-10.2a Summarize a central ideas in a text, including the main topic and how the details impact ideas.	RI.9-10.2b Identify the topic of a text and support it with central ideas and details.	RI.9-10.2c Organize main ideas related to the central idea of a text using maps, bar graphs, or Venn diagrams.


Grade 9-10 <i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  Least Complex			
RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RI.9-10.3a Explain connections among events, ideas, individuals, or steps in a text.	RI.9-10.3b Identify connections between two events, ideas, individuals, or steps in a text.	RI.9-10.3c Identify steps, ideas, or events in a text.
<u>Craft and Structure</u>			
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 (e.g., how the language of a court opinion differs from that of a newspaper).	RI.9-10.4a Determine the meaning of words and phrases as they are used in a text; analyze figurative language, connotation, and technical terms within a text.	RI.9-10.4b Explain how the authors' word choice affects the tone of a text.	RI.9-10.4c Match pictures to words or phrases based on how they are used in a text (e.g., match a picture of rain or snow with the word <i>precipitation</i>).
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 (e.g., a section or chapter).	RI.9-10.5a Explain how the author's use of various structures (e.g., sentences, paragraphs, chapters) contributes to the intent of the text.	RI.9-10.5b Determine how the structure of the text (e.g., sentences, paragraphs) contributes to the effectiveness of the text.	RI.9-10.5c Identify the intent of the text for the reader (e.g., inform, persuade).
RI.9-10.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.	RI.9-10.6a Describe how the author uses words and phrases to develop a perspective.	RI.9-10.6b Determine which sentences and paragraphs in a text provide an author's perspective.	RI.9-10.6c Identify the author's purpose in a text.
<u>Integration of Knowledge and Ideas</u>			
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	RI.9-10.7a Explain the effect of the similarities and differences between print and multimedia presentations of the same topic or idea.	RI.9-10.7b Describe key similarities and differences within print and multimedia presentations of the same topic or idea.	RI.9-10.7c Identify key details that depict differences in print and multimedia presentations of the same topic or idea.

Grade 9-10 <i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←	←—————→		Least Complex
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI.9-10.8a Determine whether information is relevant to and sufficient for supporting a claim; explain when reasoning is fallacious or incomplete.	RI.9-10.8b Identify relevant and irrelevant statements about a topic or claim.	RI.9-10.8c Recognize relevant and irrelevant statements about a topic.
RI.9-10.9 Analyze seminal documents of historical and literary significance to the United States (e.g., George Washington's Farewell Address, Abraham Lincoln's Gettysburg Address, Franklin D. Roosevelt's "Four Freedoms" speech, Martin Luther King Jr.'s "Letter from Birmingham Jail"), including how they address related themes and concepts.	RI.9-10.9a Determine the themes or concepts addressed in documents of historical and/or literary significance to the United States.	RI.9-10.9b Identify the importance of documents of historical and/or literary significance to the United States.	RI.9-10.9c Match documents of historical and/or literary significance to the United States to a related theme or concept.
Range of Reading and Level of Complexity			
<p>RL.9-10.10 By the end of grade 9, read and comprehend literature—including stories, dramas, and poems—in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex texts.</p> <p>By the end of grade 10, read and comprehend literature—including stories, dramas, and poems—at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex texts.</p>	RI.9-10.10a Read grade-level/age-appropriate, adapted informational or technical texts.	RI.9-10.10b Read supported grade-level/age-appropriate, adapted informational or technical texts.	RI.9-10.10c Actively participate in supported grade-level/age-appropriate, adapted informational or technical texts.


Grade 9-10 <i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex	←—————→		Least Complex
<i>Writing</i>			
<u>Text Types and Purposes</u>			
<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Establish a clear and thorough thesis to present an argument.</p> <p>b. Introduce precise claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>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.</p> <p>d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>W.9-10.1a Generate a written position and provide persuasive evidence from the text to support the position using argument, claim, and counterclaim using a template.</p>	<p>W.9-10.1b Generate a written position by selecting reasons and relevant facts from the text to support a topic using a template.</p>	<p>W.9-10.1c Generate a written position on a specific topic with relevant facts from the text using a template.</p>

Grade 9-10 <i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex	←—————→		Least Complex
<p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Establish a clear and thorough thesis to present information.</p> <p>b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.</p> <p>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.</p> <p>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.</p> <p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>W.9-10.2a Generate/write a text of one or more paragraphs on a topic. Provide an introduction with a thesis statement and logically organize details, using appropriate transitions and domain-specific terms. Include examples, definitions, charts, or tables as appropriate. Provide a concluding statement with support and/or graphic organizers.</p>	<p>W.9-10.2b Generate a written text on a topic, including a topic sentence and conclusion.</p>	<p>W.9-10.2c Generate a written text that communicates facts and details on a given topic.</p>

Grade 9-10 <i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>	
Most Complex	←—————→			Least Complex
<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques—such as dialogue, pacing, description, reflection, and multiple plot lines—to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>W.9-10.3a Relate a personal experience or tell a story in writing that includes a setting, characters, and a logical sequence of events. Include narrative techniques such as description, reflection, or dialogue.</p>	<p>W.9-10.3b Relate a personal experience or tell a story in writing that includes a setting, characters, and a logical sequence of events that expand to include setting in the beginning section, events that illustrate the problem in the middle section, and an ending that provides a resolution.</p>	<p>W.9-10.3c Relate a personal experience using pictures, words, and/or sentences. Include a beginning, middle, and end that expand to include setting in the beginning section, events that illustrate the problem in the middle section, and an ending that provides a resolution.</p>	
Production and Distribution of Writing				
<p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W.9-10.4a Generate writing that uses language or style that is appropriate for persuasive, informative, or narrative tasks.</p>	<p>W.9-10.4b Generate writing that uses appropriate forms of organization for persuasive, informative, or narrative tasks.</p>	<p>W.9-10.4c Recognize whether a passage is persuasive, informative, or narrative.</p>	
<p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p>	<p>W.9-10.5a Edit and revise sentences to provide correct capitalization and ending punctuation, accurate terms, and appropriate style of a persuasive, informative, or narrative task.</p>	<p>W.9-10.5b Edit and revise sentences to strengthen the overall meaning of a persuasive, informative, or narrative task with guidance and support.</p>	<p>W.9-10.5c Edit and revise written text to provide correct capitalization and ending punctuation, accurate terms, and the conventions of a persuasive, informative, or narrative task.</p>	

Grade 9-10 <i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  → Least Complex			
W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	W.9-10.6a Use assistive technology or other digital tools to generate a paragraph on a topic.	W.9-10.6b Use assistive technology or other digital tools to generate several relevant sentences about a topic.	W.9-10.6c Use assistive technology or other digital tools to generate simple sentences about a topic.
Research to Build and Present Knowledge			
W.9-10.7 Conduct short as well as sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.9-10.7a Collect information from relevant sources to find the answer to a question or solve a problem.	W.9-10.7b Select one or more relevant sources to find the answer to a question or solve a problem.	W.9-10.7c Identify a question of interest for research and select a source to gather information on that topic.
W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	W.9-10.8a Gather information from a range of sources to address a topic, describe an idea, or support an argument. Organize the information into a cohesive report and cite sources using a template for guidance.	W.9-10.8b Sort gathered information into relevant/irrelevant categories and cite sources using a template for guidance.	W.9-10.8c Identify one or more sources that are likely to provide relevant information about a topic or idea.
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 reading standards to literature (e.g., “Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	W.9-10.9a Use evidence from grade-level/age-appropriate fiction or nonfiction text to support a written text.	W.9-10.9b Select evidence from grade-level/age-appropriate source material to support a written text.	W.9-10.9c Identify whether a fiction or nonfiction text source will support writing.


Grade 9-10 <i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←—————→ Least Complex	<u>Range of Writing</u>		
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.9-10.10a Write routinely for a range of discipline specific task, purposes, and audiences.	W.9-10.10b Participate routinely in supported writing activities for a range of tasks.	W.9-10.10c Participate in shared writing.
<i>Speaking and Listening</i>			
<u>Comprehension and Collaboration</u>			
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from the texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternative views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections considering the evidence and reasoning presented.	SL.9-10.1a Initiate and participate in discussions about grade-level/age-appropriate topics or text with a diverse range of partners. Form and express an opinion on a topic. Respond thoughtfully to the comments of others. Participate in the setting of goals, establishing roles, and clarifying conclusions.	SL.9-10.1b Participate in discussions about grade-level/age-appropriate topics or text. Share personal ideas on a topic. Pose and respond to specific questions to participate in a discussion.	SL.9-10.1c Actively participate in conversational exchanges about grade-level/age-appropriate topics or text. Respond to questions, comments, and exchanges of others when prompted.

Grade 9-10 <i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  → Least Complex			
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SL.9-10.2a Categorize information provided from multiple sources as accurate or inaccurate, relevant or irrelevant. Explain how the accuracy of the information might affect the solution to a problem.	SL.9-10.2b Compare and contrast information from two or three sources to make a personal decision or solve a problem.	SL.9-10.2c Use information from various sources to make a personal choice or decision.
SL.9-10.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SL.9-10.3a Explain a speaker's perspective and cite relevant and irrelevant support that the speaker provides.	SL.9-10.3b Identify a speaker's perspective and cite relevant support.	SL.9-10.3c Identify a speaker's perspective.
Presentation of Knowledge and Ideas			
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SL.9-10.4a Present information and supporting information in an organized manner appropriate to the purpose, topic, and audience.	SL.9-10.4b Present pertinent facts and details in appropriate order and as appropriate to the topic or purpose of the presentation and the audience.	SL.9-10.4c Present pertinent facts and details that are appropriate to the topic or purpose of the presentation.
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SL.9-10.5a Integrate multimedia and visual components and explain their relevance to a presentation.	SL.9-10.5b Apply multimedia and visual components to enhance a presentation.	SL.9-10.5c Select one or more findings from a different format (text, audio, visual, or interactive) to use in a media presentation.
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	SL.9-10.6a Adapt communication specific to the formal or informal situation.	SL.9-10.6b Effectively communicate in a variety of formal and informal situations.	SL.9-10.6c Effectively communicate in informal situations.

Grade 9-10 <i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex	←—————→		Least Complex
<i>Language</i>			
Conventions of Standard English			
<p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations</p>	<p>L.9-10.1a Demonstrate the conventions of grammar when writing or speaking by forming declarative, imperative, interrogative sentences and complex sentences that contain conditional clauses (e.g., “If I finish my homework, I can play a game.”).</p>	<p>L.9-10.1b Generate a simple sentence with beginning capitalization, capitalization of names, ending punctuation, and correct spellings.</p>	<p>L.9-10.1c Use words and phrases to communicate (e.g., during a shared writing or speaking activity).</p>
<p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell words correctly.</p>	<p>L.9-10.2a Generate multiple sentences that contain correct conventions, including capitalization, punctuation, and spelling. Use correct spelling.</p>	<p>L.9-10.2b Generate several sentences that contain correct conventions of capitalization, punctuation, and spelling. Use correct spelling.</p>	<p>L.9-10.2c Use capital letters for familiar names and at the beginning of sentences. Use appropriate punctuation at the end of sentences. Use correct spelling.</p>
Knowledge of Language			
<p>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.</p> <p>a. Write work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, Kate L. Turabian’s <i>Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p>b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p>	<p>L.9-10.3a Generate language to communicate effectively in different contexts, spoken and written (e.g., using formal or informal discourse as appropriate).</p>	<p>L.9-10.3b Generate and communicate sentences in varied contexts.</p>	<p>L.9-10.3c Use language to communicate in varied situations and for varied purposes.</p>

Grade 9-10 <i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>	
Most Complex	←—————→			Least Complex
Vocabulary Acquisition and Use				
<p>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 a range of strategies.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>L.9-10.4a Use context clues, word structure, or reference materials to determine the meaning of unknown and multiple-meaning words.</p>	<p>L.9-10.4b Use context clues to determine the meaning of unknown or multiple-meaning words.</p>	<p>L.9-10.4c Select a picture or written text that matches the meaning of a word.</p>	
<p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>L.9-10.5a Explain the meaning of figurative language in context (e.g., euphemism, oxymoron).</p>	<p>L.9-10.5b Explain the difference between literal and nonliteral meanings of words/phrases in context.</p>	<p>L.9-10.5c Match figurative word pictures and phrases to their meanings.</p>	
<p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L.9-10.6a Demonstrate understanding of grade-level/age-appropriate academic and domain-specific words and phrases by using them in context in the appropriate subject area.</p>	<p>L.9-10.6b Use grade-level/age-appropriate academic and domain-specific words and phrases in conversation and writing.</p>	<p>L.9-10.6c Use words acquired through learning activities (e.g., using a science term during a science lab).</p>	

GRADE 11-12

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex			Least Complex
<i>Reading Standards for Literature</i>			
Key Ideas and Details			
RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves information uncertain.	RL.11-12.1a Cite details from the text where information is unclear and use this information to draw inferences about what might be meant.	RL.11-12.1b Cite details from the text where information is uncertain.	RL.11-12.1c Identify details from the text to support the answers to questions.
RL.11-12.2 Analyze literary text development. a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Produce a thorough analysis of the text.	RL.11-12.2a Explain the importance of setting and character actions on the development and interaction of themes within the text.	RL.11-12.2b Describe the theme of a text and show how it supports the main events.	RL.11-12.2c Sequence main events and details related to the theme using grade-level/age-appropriate text.
RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.11-12.3a Explain how the way the author ordered events and developed characters achieved the resolution of the story.	RL.11-12.3b Explain how the story elements affect plot development.	RL.11-12.3c Match the introduction of each character to the appropriate event in the story.
Craft and Structure			
RL.11-12.4 Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of the author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.	RL.11-12.4a Analyze figurative language, connotation, and tone in a grade-level/age-appropriate text.	RL.11-12.4b Determine the meaning of words or phrases based on how they are used in a text (connotation as well as denotation).	RL.11-12.4c Match pictures to words or phrases based on how they are used in a text (e.g., match a picture of a sad face with the phrase "sat with his head down").

Learning Standard	Complexity a	Complexity b	Complexity c	
Most Complex	←—————→			Least Complex
RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure, meaning, and aesthetic impact.	RL.11-12.5a Explain how the author's decisions about the structure of the story (e.g., where it begins or ends; the tone evoked) make the story effective.	RL.11-12.5b Identify the structure of the text (e.g., time, comedy, setting, parody).	RL.11-12.5c Describe the structure that the author uses in a text.	
RL.11-12.6 Analyze a case in which grasping a point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement) and evaluate the impact of these literary devices on the content and style of the text.	RL.11-12.6a Explain what is directly stated in a text and how it differs from what is meant (e.g., understatement, satire, irony).	RL.11-12.6b Recognize literary devices in text (e.g., irony).	RL.11-12.6c Identify real and imaginary information in a text.	
Integration of Knowledge and Ideas				
RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by William Shakespeare and one play by an American dramatist.)	RL.11-12.7a Explain the effect of pairing a text with other artistic media (e.g., poem/song and painting/statue) and how it compares to the original source text.	RL.11-12.7b Describe the key similarities and differences between print and other artistic media (e.g., poem/song and painting/statue).	RL.11-12.7c Identify multiple interpretations of a story.	
RL.11-12.8 (Not applicable to literature)				
RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.	RL.11-12.9a Compare and contrast themes from two related works of classical literature translated into modern literature (e.g., <i>Romeo and Juliet</i> into <i>West Side Story</i>).	RL.11-12.9b Identify the theme conveyed through a work of American literature from the eighteenth-, nineteenth-, and early twentieth-century.	RL.11-12.9c Identify works of American literature from the eighteenth-, nineteenth-, and early twentieth-century from an array of sample texts.	

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
Range of Reading and Level of Text Complexity			
<p>RL.11-12.10 By the end of grade 11, read and comprehend literature—including stories, dramas, and poems—in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</p> <p>RL.11-12.10 By the end of grade 12, read and comprehend literature—including stories, dramas, and poems—at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</p>	<p>RL.11-12.10a Read grade-level/age-appropriate, adapted literature materials.</p>	<p>RL.11-12.10b Read supported grade-level/age-appropriate, adapted literature materials.</p>	<p>RL.11-12.10c Actively participate in supported grade-level/age-appropriate, adapted literature materials.</p>
<i>Reading Standards for Informational Text</i>			
Key Ideas and Details			
<p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>RI.11-12.1a Cite details from the text where information is uncertain and use this information to draw inferences about what might be meant.</p>	<p>RI.11-12.1b Cite details from the text where information is uncertain.</p>	<p>RI.11-12.1c Identify details from the text to support the answers to questions.</p>
<p>RI.11-12.2 Analyze informational text development.</p> <p>a. 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.</p> <p>b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.</p>	<p>RI.11-12.2a Summarize the central ideas in a text and explain how one central idea builds on or supports another.</p>	<p>RI.11-12.2b Identify the topic of a text and support it with details from the text.</p>	<p>RI.11-12.2c Sequence two or more main ideas related to the central idea of a text.</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←	←		Least Complex →
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.	RI.11-12.3a Explain how the author ordered events and developed ideas to support the conclusions offered.	RI.11-12.3b Explain connections among events, ideas, individuals, or steps and how they lead to the conclusion.	RI.11-12.3c Explain connections between two events, ideas, individuals, or steps in a historical, scientific, or technical text.
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 (e.g., how James Madison defines “faction” in Federalist No. 10).	RI.11-12.4a Determine the figurative and connotative meanings of words and phrases; explain how the author uses content-specific terms to clarify or expand understanding of an idea.	RI.11-12.4b Determine the meaning of key words or phrases based on context clues or graphic supports in a text.	RI.11-12.4c Identify content-specific words, key terms, or technical terms in a text.
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	RI.11-12.5a Explain how well the author uses various structures (e.g., engaging topics and tone, convincing details, clear points) in the text.	RI.11-12.5b Categorize relevant and irrelevant information related to an argument/claim.	RI.11-12.5c Identify the author’s argument.
RI.11-12.6 Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RI.11-12.6a Cite evidence from the text to support how the style and content of a text enhances the author’s perspective or purpose.	RI.11-12.6b Describe how the content of a text enhances the author’s perspective.	RI.11-12.6c Identify style and how it relates to the purpose of a text.
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively, textually) to address a question or solve a problem.	RI.11-12.7a Select appropriate text presented in different media or formats to determine their relevance in answering a question or solving a problem.	RI.11-12.7b Using a set of multiple resources in various media or formats, determine their relevance in answering questions or solving problems.	RI.11-12.7c Identify two or more sources of information for a specific topic.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ← → Least Complex			
RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist papers, presidential addresses).	RI.11-12.8a Compare and contrast why statements about seminal U.S. texts are relevant or irrelevant	RI.11-12.8b Identify relevant information from seminal U.S. text (e.g., Martin Luther King Jr.'s "I Have a Dream" speech).	RI.11-12.8c Identify one or more examples of seminal U.S. texts (i.e., the U.S. Constitution, the Emancipation Proclamation, the Gettysburg Address, etc.).
RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Abraham Lincoln's second inaugural address) for their themes, purposes, and rhetorical features.	RI.11-12.9a Determine the themes and/or purpose of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance.	RI.11-12.9b Given a quote from the document, identify a concept presented in seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance.	RI.11-12.9c Match images or objects that represent meanings from within a document of historical or literary significance (e.g., match a picture of Abraham Lincoln with the Gettysburg Address).
Range of Reading and Level of Text Complexity			
RL.11-12.10 By the end of grade 11, read and comprehend literature—including stories, dramas, and poems—in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature—including stories, dramas, and poems—at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.	RI.11-12.10a Read grade-level/age-appropriate, adapted informational or technical text.	RI.11-12.10b Read supported grade-level/age-appropriate, adapted informational or technical text.	RI.11-12.10c Actively participate in supported grade-level/age-appropriate, adapted informational or technical text.

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<i>Writing</i>			
<u>Text Types and Purposes</u>			
<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Establish a clear and thorough thesis to present a complex argument.</p> <p>b. Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternative or opposing claims; and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>W.11-12.1a Generate a position; provide relevant support from the text; examine counterclaims; use appropriate style, tone, and organization; and provide an appropriate conclusion.</p>	<p>W.11-12.1b Compose an argument to support a position by selecting reasons and relevant facts from the text.</p>	<p>W.11-12.1c Generate a written text by selecting reasons and relevant facts including a personal position on a given topic.</p>

<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex	←—————→		Least Complex
<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Establish a clear and thorough thesis to present and explain information.</p> <p>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 (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.</p> <p>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.</p> <p>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.</p> <p>e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>W.11-12.2a Generate a written informative/explanatory text that provides relevant, well-organized support (including transitions, headings, charts, and graphics). Use appropriate style, tone, and domain-specific terms and provide an appropriate conclusion using a template or graphic organizer with support.</p>	<p>W.11-12.2b Generate an informative text on a topic, including a topic sentence, supporting facts and details, and a concluding sentence.</p>	<p>W.11-12.2c Compose a text on a topic, including a topic sentence and conclusion.</p>

Learning Standard	Complexity a	Complexity b	Complexity c	
Most Complex	←—————→			Least Complex
<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques—such as dialogue, pacing, description, reflection, and multiple plot lines—to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>W.11-12.3a Generate a narrative text that includes a setting, narrator, and/or characters, and a structured series of events. Include appropriate techniques (e.g., dialogue, pacing, description, reflection) and appropriate sensory language. Provide an appropriate conclusion or resolution.</p>	<p>W.11-12.3b Generate a narrative text that includes dialogue, pacing, description, a logical sequence of events, and a conclusion (e.g., what was experienced, observed, or resolved).</p>	<p>W.11-12.3c Generate narrative text with a logical sequence of events, descriptive details, and a conclusion that reflects on the experience or resolves the conflict.</p>	
Production and Distribution of Writing				
<p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>W.11-12.4a Identify the required form of writing to a specific audience based on a given purpose.</p>	<p>W.11-12.4b Generate writing that uses appropriate forms of organization for persuasive, informative, or narrative tasks.</p>	<p>W.11-12.4c Determine whether a passage is persuasive, informative, or narrative.</p>	

Learning Standard	Complexity a	Complexity b	Complexity c	
Most Complex	←—————→			Least Complex
W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5a Edit and revise written text to provide correct language conventions (capitalization, punctuation, spelling, accurate terms), and the conventions of a persuasive, informative, or narrative task. Recognize and edit irrelevant information using a template or graphic organizer with support.	W.11-12.5b Edit and revise sentences to provide correct capitalization punctuation, and varied syntax, accurate terms, and the conventions of a persuasive, informative, or narrative task using a template or graphic organizer with support.	W.11-12.5c With guidance and support, edit and revise sentences and paragraphs to strengthen the overall meaning of a text (e.g., recognize where capital letters and ending punctuation are needed; select effective terms for a topic of persuasive, informative, or narrative text).	
W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6a Use information from print or digital sources to produce or update a paragraph on a given topic.	W.11-12.6b Use information from print or digital sources to generate a paragraph relevant to a given topic.	W.11-12.6c Use information from print or digital sources to generate simple sentences that are relevant to a given topic.	
Research to Build and Present Knowledge				
W.11-12.7 Conduct short as well as 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.	W.11-12.7a Collect information from relevant sources to find the answer to a question or solve a problem.	W.11-12.7b Select one or more relevant sources to find the answer to a question or solve a problem.	W.11-12.7c Identify a topic of interest for research and select a source to gather information on that topic.	
W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.	W.11-12.8a Gather information from a range of sources to address a topic, describe an idea, or support an argument. Organize the information into a cohesive report. Cite sources using a template or graphic organizer with support.	W.11-12.8b Compare information from various sources to determine strengths and weaknesses; cite sources using a template or graphic organizer with support.	W.11-12.8c Identify one or more sources that are likely to provide relevant information about a topic or idea.	

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←	←		Least Complex →
<p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”).</p> <p>b. Apply grades 11–12 reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist papers, presidential addresses]”).</p>	<p>W.11-12.9a Use evidence from an age-appropriate source, fiction or nonfiction, to support writing.</p>	<p>W.11-12.9b Select evidence from an age-appropriate source to support writing.</p>	<p>W.11-12.9c Identify whether a fiction or nonfiction source will support writing.</p>
<u>Range of Writing</u>			
<p>W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.11-12.10a Generate written text routinely for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the writing expectations should reflect the writing standards above.)</p>	<p>W.11-12.10b Participate routinely in supported writing/communication activities for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the writing expectations should reflect the writing standards above.)</p>	<p>W.11-12.10c Actively participate in shared writing/communication activities for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the writing expectations should reflect the writing standards above.)</p>

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<i>Speaking and Listening</i>			
Comprehension and Collaboration			
<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>SL.11-12.1a Initiate and participate in discussions with communication partners or engage in conversational turn-taking about age-appropriate topics or texts with a diverse range of partners. Compromise in decision-making when there is a disagreement. Respond critically and thoughtfully to the comments of others. Participate in the setting of goals, establishing roles, and clarifying conclusions.</p>	<p>SL.11-12.1b Participate in discussions with communication partners or engage in conversational turn-taking about age-appropriate topics or texts. State and defend an opinion on a topic. Pose and respond to specific questions to participate in a discussion.</p>	<p>SL.11-12.1c Participate in conversational exchanges with communication partners or engage in conversational turn-taking about age-appropriate topics or texts. Respond to opinions, questions, comments, and exchanges of others when prompted.</p>
<p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>SL.11-12.2a Differentiate information from multiple sources to form an opinion and solve problems. Explain how the information influenced the opinion or contributed to the solution of the problem.</p>	<p>SL.11-12.2b Categorize information from two or three sources to solve a problem.</p>	<p>SL.11-12.2c Use information from various sources to solve a problem.</p>

Learning Standard	Complexity a	Complexity b	Complexity c	
Most Complex	←—————→			Least Complex
SL.11-12.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SL.11-12.3a Explain a speaker's point of view (attitudes, feelings, beliefs) and cite relevant support that the speaker provides.	SL.11-12.3b Identify a speaker's point of view and cite a reason given for that point of view.	SL.11-12.3c Identify a speaker's point of view.	
Presentation of Knowledge and Ideas				
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	SL.11-12.4a Present an evidence-based perspective in an organized manner appropriate to the purpose, topic, and audience.	SL.11-12.4b Present pertinent opinions as appropriate to the topic or purpose of the presentation and the audience.	SL.11-12.4c Present an opinion that is appropriate to the topic or purpose of the presentation.	
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SL.11-12.5a Integrate multimedia and visual components and explain their relevance to a presentation.	SL.11-12.5b Apply multimedia and visual components to a presentation.	SL.11-12.5c Select one or more findings from a different format (text, audio, visual, or interactive) to use in a media presentation.	
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 language standards 1 and 3 for specific expectations.)	SL.11-12.6a Adapt communication specific to the formal or informal situation.	SL.11-12.6b Effectively communicate in a variety of formal and informal situations.	SL.11-12.6c Effectively communicate in informal situations.	

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex	←—————→		Least Complex
<i>Language</i>			
<u>Conventions of Standard English</u>			
<p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	<p>L.11-12.1a Replace unconventional words or phrases with a more-conventional words or phrases; refer to references to check or refine.</p>	<p>L.11-12.1b Choose a more-conventional word or phrase to replace an unconventional word or phrase in a sentence.</p>	<p>L.11-12.1c Match a more-conventional word or phrase to an unconventional word or phrase in a sentence (e.g., Googling = Internet search; adulting = responsibility, maturity).</p>
<p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell words correctly.</p>	<p>L.11-12.2a Generate multiple sentences that contain correct conventions, including capitalization, punctuation, and spelling.</p>	<p>L.11-12.2b Generate several sentences that contain correct conventions of capitalization, punctuation, and spelling.</p>	<p>L.11-12.2c Use capital letters and ending punctuation in sentences; spell phonetically regular words correctly.</p>
<u>Knowledge of Language</u>			
<p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Virginia Tufte's <i>Artful Sentences</i>) for guidance as needed.</p> <p>b. Apply an understanding of syntax to the study of complex texts when reading.</p>	<p>L.11-12.3a Apply conventions of language to communicate effectively in different contexts.</p>	<p>L.11-12.3b Generate and communicate sentences in varied contexts, tailoring language and behavior to the situation.</p>	<p>L.11-12.3c Use language to interact with others in varied situations and for varied purposes, tailoring language and behavior to the situation.</p>

Learning Standard	Complexity a	Complexity b	Complexity c	
Most Complex	←—————→			Least Complex
Vocabulary Acquisition and Use				
<p>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 flexibly from a range of strategies.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>L.11-12.4a Use context clues, word structure, or reference materials to determine the meaning of unknown words and multiple-meaning words at grade-level complexity.</p>	<p>L.11-12.4b Use context clues to determine the meaning of unknown or multiple-meaning words.</p>	<p>L.11-12.4c Select a picture or written text that matches the meaning of a word.</p>	
<p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>L.11-12.5a Explain the meaning of figurative language in context (e.g., hyperbole, paradox).</p>	<p>L.11-12.5b Explain the difference between figurative and literal language.</p>	<p>L.11-12.5c Identify words, phrases, or pictures that represent figurative language.</p>	
<p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L.11-12.6a Demonstrate understanding of grade-level/age-appropriate academic and domain-specific words and phrases by using them in context in the appropriate subject area.</p>	<p>L.11-12.6b Use grade-level/age-appropriate academic and domain-specific words and phrases in conversations and writing.</p>	<p>L.11-12.6c Use words acquired through learning activities (e.g., using a science term during a science lab).</p>	

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