

ARKANSAS  
ENGLISH LANGUAGE ARTS STANDARDS

Grades K-12

Draft

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## KINDERGARTEN ENGLISH LANGUAGE ARTS STANDARDS

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### Foundational Reading

#### Concepts of Print

Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.

- K.FR.1.CP:** Follow words from left to right, top to bottom, and page-by-page.
- K.FR.2.CP:** Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning (e.g., the spoken word “dog” is represented in print by d-o-g).
- K.FR.3.CP:** Point to words using one-to-one correspondence to demonstrate that words are separated by spaces.
- K.FR.4.CP:** Name all upper and lowercase letters of the alphabet in print.

#### Phonemic Awareness

Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.

- K.FR.5.PA:** Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.
- K.FR.6.PA:** Blend individual sounds to create simple, one-syllable words.
- K.FR.7.PA:** Segment one-syllable words into individual sounds.
- K.FR.8.PA:** Add an individual sound in the initial or final position in one-syllable words to make a new word (e.g., at to mat; be to beat).
- K.FR.9.PA:** Delete an individual sound in the initial or final position in one-syllable words to make a new word (e.g., mat to at; beat to be).
- K.FR.10.PA:** Substitute initial sounds in one-syllable words to make new words (e.g., cat to fat, pig to wig).
- K.FR.11.PA:** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).

#### Phonics Decoding (Word Reading)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

- K.FR.12.PD:** Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).
- K.FR.13.PD:** Decode one-syllable words with consonant digraphs (sh, ch, th, wh, ck) and all short vowels (e.g., wish, chap, shock, that, whip, luck).
- K.FR.14.PD:** Decode one-syllable words with single consonants and final long vowels (e.g., we, go, my).
- K.FR.15.PD:** Read high-frequency words with accuracy and automaticity.
- K.FR.16.PD:** Decode words with suffix -s (e.g., dogs, runs).

#### Phonics Encoding (Word Writing)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

- K.FR.17.PE:** Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).
- K.FR.18.PE:** Encode one-syllable words with final long vowel sounds (e.g., a, me, my, go).
- K.FR.19.PE:** Encode words phonetically, drawing on knowledge of sound-letter relationships.
- K.FR.20.PE:** Encode words with final suffix -s (e.g., runs).

## Handwriting

Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

- K.FR.21.H:** Form upper and lowercase letters and numerals correctly using a common path of movement.
- K.FR.22.H:** Demonstrate proper pencil grip.

## Fluency

Fluency is the ability to perform a task with automaticity (quickly and correctly).

- K.FR.23.F:** Name all upper and lowercase letters in non-sequential order with accuracy and automaticity.
- K.FR.24.F:** Produce the most common sound for each letter of the alphabet with accuracy and automaticity.
- K.FR.25.F:** Isolate, blend, and segment individual sounds in one-syllable words with accuracy and automaticity.
- K.FR.26.F:** Add, delete, and substitute individual sounds in one-syllable words with accuracy and automaticity.
- K.FR.27.F:** Orally read texts consisting of previously taught grapheme-phoneme correspondences, self-correcting as necessary.

## Reading Comprehension

### Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- K.RC.1.RF:** Ask questions about key details in a text.
- K.RC.2.RF:** Answer questions about key details in a text.
- K.RC.3.RF:** Orally retell texts after listening to them read aloud. Include the main topic and key details.
- K.RC.4.RF:** Build general and academic vocabulary and background knowledge of grade-level topics through discussion, reading, and writing.
- K.RC.5.RF:** Explain the roles of both the author and the illustrator.
- K.RC.6.RF:** Use background knowledge and details including illustrations, charts, and graphs to make predictions and inferences about what happens in a text.
- K.RC.7.RF:** Demonstrate comprehension of age-appropriate texts by speaking or writing.

### Reading Literature

Reading Literature includes skills that are specific to literature.

- K.RC.8.RL:** Identify the major characters in a text.
- K.RC.9.RL:** Identify settings and events in a text.
- K.RC.10.RL:** Compare and contrast the characters in texts.
- K.RC.11.RL:** Explain how visual images support understanding of a text.
- K.RC.12.RL:** Recognize literary texts using text elements (e.g., title, illustrations, story elements, literary introductions such as "Once upon a time").

### Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- K.RC.13.RI:** Identify the main points an author uses in a text.
- K.RC.14.RI:** Compare and contrast two texts on the same topic.



**K.RC.15.RI:** Recognize informational texts using text elements (e.g., title, photographs, diagrams, descriptions).

**K.RC.16.RI:** Identify text features (e.g., title, author, illustrator, table of contents, bold font, italics).

**K.RC.17.RI:** Explain how visual images (e.g., charts, graphs, illustrations) support understanding of the text.

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## Vocabulary

Vocabulary refers to the words we must understand to communicate effectively.

**K.V.1:** Determine or clarify the meaning of words and phrases in texts read aloud.

**K.V.2:** Use sentence-level clues to identify the meaning of a word or phrase during read-aloud instruction.

**K.V.3:** Sort and categorize objects and images by concepts.

**K.V.4:** Distinguish shades of meaning among verbs (e.g., march, run, jog, strut, prance).

**K.V.5:** Use most common prefixes (e.g., un-, re-) and suffixes (e.g., -ed, -s) as clues to meaning.

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## Writing

### Style

Writing style includes different types of writing for different purposes.

**K.W.1.S:** Write an opinion piece about a topic or text, including a reason.

**K.W.2.S:** Write an informative piece with facts.

**K.W.3.S:** Write a narrative with the events in chronological order.

### Production

Writing production includes volume and clarity of writing, the writing process, and research.

**K.W.4.P:** Produce writing using precise language and grade-appropriate conventions.

**K.W.5.P:** Revise word choice in writing.

**K.W.6.P:** Edit writing to include grade-appropriate conventions for publishing (e.g., capitalize the first word in the sentence, capitalize the pronoun "I", use end punctuation marks).

**K.W.7.P:** Participate in teacher-led research projects and produce simple findings.

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## Collaborative Communication

### Oral Language

Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings.

**K.CC.1.OL:** Participate in collaborative conversations.

**K.CC.2.OL:** Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.

### Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

**K.CC.3.P:** Use specific details to orally describe people, places, things, and events.

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**K.CC.4.P:** Use visual displays to provide additional detail.

**K.CC.5.P:** Speak audibly in collaborative communication and presentations.

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## Language

### Structures

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

**K.L.1.S:** Use common nouns.

**K.L.2.S:** Use singular nouns.

**K.L.3.S:** Use plural nouns.

**K.L.4.S:** Use pronoun “I.”

**K.L.5.S:** Use regular action verbs.

**K.L.6.S:** Use singular nouns with verbs that agree in basic sentences (e.g., He hops.).

**K.L.7.S:** Produce simple sentences independently.

### Conventions

Language conventions involve the correct use of mechanics in writing.

**K.L.8.C:** Capitalize the first word in a sentence.

**K.L.9.C:** Capitalize the pronoun “I.”

**K.L.10.C:** Use all end punctuation marks.

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## GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS

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### Foundational Reading

#### Phonemic Awareness

Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.

- 1.FR.1.PA:** Blend sounds in one-syllable words with CVC (e.g., /s/ /i/ /p/ to sip), CCVC (e.g., /s/ /l/ /i/ /p/ to slip), and CVCC (e.g., /s/ /i/ /f/ /t/ to sift) patterns.
- 1.FR.2.PA:** Segment the sounds in one-syllable words with CVC (e.g., sip to /s/ /i/ /p/), CCVC (e.g., slip to /s/ /l/ /i/ /p/), and CVCC (e.g., sift to /s/ /i/ /f/ /t/) patterns.
- 1.FR.3.PA:** Add an individual sound in the initial, final, or medial position in a one-syllable word to make a new word (e.g., lip to slip; bus to bust; fog to frog; fit to fist).
- 1.FR.4.PA:** Delete an individual sound in a consonant cluster to make a new word (e.g., slip to sip, mast to mat).
- 1.FR.5.PA:** Substitute an individual sound in a one-syllable word to make a new word:
  - Vowels in the initial or medial position (e.g., at to it, bake to bike)
  - Medial consonant in a consonant cluster (e.g., stop to slop, lift to list)
  - Final consonant (e.g., flip to flick, cold to colt).
- 1.FR.6.PA:** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).

#### Phonics Decoding (Word Reading)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

- 1.FR.7.PD:** Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, dry, flake, star, sleet, bright).
- 1.FR.8.PD:** Decode one-syllable words with consonant digraphs with predictable vowel patterns (e.g., shy, short, cheek, thick, white, bring).
- 1.FR.9.PD:** Decode two-syllable base words.
- 1.FR.10.PD:** Read high-frequency words with accuracy and automaticity.
- 1.FR.11.PD:** Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).

#### Phonics Encoding (Word Writing)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

- 1.FR.12.PE:** Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).
- 1.FR.13.PE:** Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft).
- 1.FR.14.PE:** Encode one-syllable words with double-letter endings (e.g., fill, pass, buzz).
- 1.FR.15.PE:** Encode one-syllable words containing single consonants with multiple spellings [e.g., /z/ spelled s, z (e.g., zip, is, nose), /k/ spelled k, c, -ck (e.g., kite, cat, luck)].
- 1.FR.16.PE:** Encode final /v/ with -ve (e.g., give, love, have, five, swerve).
- 1.FR.17.PE:** Encode one-syllable words with initial or medial VCe patterns (e.g., late, use, lake, slime, choke, cube, these).

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- 1.FR.18.PE:** Encode one-syllable words with predictable vowel-r patterns (e.g., star, fork, her).
- 1.FR.19.PE:** Encode one-syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, flee).
- 1.FR.20.PE:** Encode words phonetically, drawing on knowledge of sound-letter relationships.
- 1.FR.21.PE:** Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping).

### Handwriting

Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

- 1.FR.22.H:** Form upper and lowercase manuscript letters and numerals correctly with proportion, spacing (between words and letters), and line awareness.
- 1.FR.23.H:** Produce manuscript writing with accuracy and automaticity.

### Fluency

Fluency is the ability to perform a task with automaticity (quickly and correctly).

- 1.RF.24.F:** Blend and segment individual sounds in one-syllable words with accuracy and automaticity.
- 1.RF.25.F:** Add, delete, and substitute individual sounds in one-syllable words with accuracy and automaticity.
- 1.RF.26.F:** Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

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## Reading Comprehension

### Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- 1.RC.1.RF:** Ask questions about key details in a text.
- 1.RC.2.RF:** Answer questions about key details in a text.
- 1.RC.3.RF:** Retell (orally or in writing) texts read aloud, including main idea and key details to demonstrate understanding of the central message or topic.
- 1.RC.4.RF:** Build general and academic vocabulary and background knowledge of grade-level topics through discussion, reading, and writing.
- 1.RC.5.RF:** Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.
- 1.RC.6.RF:** Demonstrate comprehension of age-appropriate texts by speaking or writing.

### Reading Literature

Reading Literature includes skills that are specific to literature.

- 1.RC.7.RL:** Describe the major characters and settings in a text.
- 1.RC.8.RL:** Describe the settings (when and where) and events in a text.
- 1.RC.9.RL:** Compare and contrast the adventures and experiences of characters in texts.
- 1.RC.10.RL:** Explain how visual images support the text by clarifying story elements: settings, characters, and events.
- 1.RC.11.RL:** Identify the narrator at various points in a text.
- 1.RC.12.RL:** Identify major differences between types of text and text features (e.g., title, author, illustrator, bold font, italics).

## Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 1.RC.13.RI:** Identify reasons an author provides to support the main points in a text.
  - 1.RC.14.RI:** Compare and contrast two texts on the same topic.
  - 1.RC.15.RI:** Identify major differences between types of text (e.g., biography, articles).
  - 1.RC.16.RI:** Use text features (e.g., title, author, illustrator, table of contents, bold font, italics) to locate key facts and information.
  - 1.RC.17.RI:** Explain how visual images (e.g., charts, graphs, illustrations) support the text by clarifying or providing key details.
  - 1.RC.18.RI:** Identify the author's purpose of a text.
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## Vocabulary

Vocabulary refers to the words we must understand to communicate effectively. There are four types of vocabulary: listening, speaking, reading, and writing.

- 1.V.1:** Determine or clarify the meaning of words and phrases in texts read aloud.
  - 1.V.2:** Use sentence-level clues to identify the meaning of words or phrases.
  - 1.V.3:** Sort and categorize words by concepts.
  - 1.V.4:** Distinguish shades of meaning among adjectives differing in intensity/degree (e.g., scared, afraid, terrified, horrified).
  - 1.V.5:** Use base words and their inflectional forms (e.g., look, looks, looking) and common prefixes and suffixes (e.g., re-, pre-, -ful, -less) as clues to meaning.
- 

## Writing

### Style

Writing style includes different types of writing for different purposes.

- 1.W.1.S:** Write an opinion piece about a topic or text, including at least one supporting reason.
- 1.W.2.S:** Write an informative or explanatory piece about a topic using facts from a source.
- 1.W.3.S:** Write a narrative, using a logical sequence of events.

### Production

Writing production includes volume and clarity of writing, the writing process, and research.

- 1.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, and grade-appropriate conventions.
- 1.W.5.P:** Organize writing to include a sense of closure.
- 1.W.6.P:** Use transitional words to connect ideas.
- 1.W.7.P:** Revise writing to expand simple sentences by adding details as appropriate.
- 1.W.8.P:** Edit writing to include K-1 language conventions for publishing.
- 1.W.9.P:** Participate in teacher-led research projects and gather information from experiences and/or provided sources to produce a response.

## Collaborative Communication

### Oral Language

Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings.

- 1.CC.1.OL:** Participate in collaborative conversations, following class created discussion guidelines.
- 1.CC.2.OL:** Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.

### Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

- 1.CC.3.P:** Use relevant details to express ideas and feelings when orally describing people, places, things, and events.
- 1.CC.4.P:** Use visual displays to clarify ideas, thoughts, and feelings.
- 1.CC.5.P:** Speak audibly in collaborative communication and presentations.

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## Language

### Structures

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

- 1.L.1.S:** Use concrete nouns.
- 1.L.2.S:** Use proper nouns.
- 1.L.3.S:** Use irregular plural nouns (e.g., children, mice).
- 1.L.4.S:** Use singular possessive common and proper nouns.
- 1.L.5.S:** Use personal pronouns.
- 1.L.6.S:** Use pronoun/antecedent agreement.
- 1.L.7.S:** Use common adjectives.
- 1.L.8.S:** Use article adjectives (a, an, the).
- 1.L.9.S:** Use regular past, present, and future tense verbs.
- 1.L.10.S:** Use singular and plural nouns with verbs that agree in basic sentences (e.g., He hops. We hop.).
- 1.L.11.S:** Use conjunctions (and, but, or).
- 1.L.12.S:** Produce and expand simple sentences independently, using simple and compound subjects and predicates.

### Conventions

Conventions involve the correct use of mechanics in writing.

- 1.L.13.C:** Capitalize the first word in a sentence.
- 1.L.14.C:** Capitalize the pronoun "I."
- 1.L.15.C:** Capitalize dates.
- 1.L.16.C:** Capitalize the names of people.
- 1.L.17.C:** Use all end punctuation marks.
- 1.L.18.C:** Use commas in dates.

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Draft

## GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS

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### Foundational Reading

#### Phonics Decoding (Word Reading)

Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

- 2.FR.1.PD:** Decode one-syllable words with complex vowel patterns. (e.g., rough, steak, eight, cloud, choice).
- 2.FR.2.PD:** Decode multisyllabic base words.
- 2.FR.3.PD:** Decode words with common prefixes and suffixes (e.g., un-, re-, -ly, -able).

#### Phonics Encoding (Word Writing)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

- 2.FR.4.PE:** Encode one-syllable words with consonant trigraphs and short vowel patterns (e.g. catch, judge).
- 2.FR.5.PE:** Encode two-syllable words with short vowels (e.g., candid, combat).
- 2.FR.6.PE:** Encode one-syllable words containing single consonants with multiple spellings (e.g. /s/ spelled with c - cent).
- 2.FR.7.PE:** Encode two-syllable words with medial VCe patterns (e.g., compete, mistake, console).
- 2.FR.8.PE:** Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn).
- 2.FR.9.PE:** Encode one-syllable words with common vowel teams including diphthongs (e.g., pie, snow, toe; haunt, straw; point, couch).
- 2.FR.10.PE:** Encode two-syllable words ending in final y (e.g., penny, candy).
- 2.FR.11.PE:** Encode two-syllable words with consonant-le (Cle). (e.g., candle, noble, steeple, startle, bubble, pickle).
- 2.FR.12.PE:** Encode long vowel patterns -ild (wild), -old (told), -ind (kind), ost (most), -olt (colt).
- 2.FR.13.PE:** Encode one and two-syllable words with common prefixes and suffixes applying spelling changes (e.g., -e drop, doubling, change y to i) to the base word when necessary.

#### Handwriting

Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

- 2.FR.14.H:** Form upper and lowercase cursive letters correctly, using a common path of movement.

#### Fluency

Fluency is the ability to perform a task with automaticity (quickly and correctly).

- 2.FR.15.F:** Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

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### Reading Comprehension

#### Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.



## Grade 2 English Language Arts Standards

- 2.RC.1.RF:** Ask questions about key details in a text.
- 2.RC.2.RF:** Answer questions about key details in a text.
- 2.RC.3.RF:** Retell (orally or in writing) texts read aloud including main idea and key details to demonstrate understanding of the central message or topic.
- 2.RC.4.RF:** Build general and academic vocabulary and background knowledge of grade level topics through discussion, reading, and writing.
- 2.RC.5.RF:** Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.
- 2.RC.6.RF:** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

### Reading Literature

Reading Literary includes skills that are specific to literature.

- 2.RC.7.RL:** Describe a character's traits.
- 2.RC.8.RL:** Identify the main story elements in a text (characters, settings, events, problem, and solution).
- 2.RC.9.RL:** Compare and contrast two versions of the same story (e.g., *Three Little Pigs* vs. *The True Story of the Three Little Pigs*).
- 2.RC.10.RL:** Explain how specific visual images contribute to and clarify story elements: setting, characters, events.
- 2.RC.11.RL:** Identify differences in the perspectives of characters.
- 2.RC.12.RL:** Describe the overall structure of a story and the purpose of the parts (e.g., paragraphs, sections, chapters, stanzas, lines).

### Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 2.RC.13.RI:** Explain how an author uses reasons/evidence to support main ideas in a text.
- 2.RC.14.RI:** Compare and contrast two texts on the same topic.
- 2.RC.15.RI:** Determine the purpose of a section of a text (e.g., paragraphs, sections).
- 2.RC.16.RI:** Use text features (e.g., headings, table of contents, glossaries, bold font, italics) to locate key facts and information.
- 2.RC.17.RI:** Explain how specific visual images (e.g., charts, graphs, illustrations) contribute to and clarify a text.
- 2.RC.18.RI:** Identify the author's purpose of a text.

---

### Vocabulary

Vocabulary refers to the words we must understand to communicate effectively.

- 2.V.1:** Determine or clarify the meaning of words and phrases in texts read aloud or independently.
  - 2.V.2:** Use sentence-level clues to identify the meaning of words or phrases.
  - 2.V.3:** Sort and categorize words by multiple attributes (e.g., synonyms, antonyms, size, color, type).
  - 2.V.4:** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
  - 2.V.5:** Distinguish the literal and nonliteral meanings of words and phrases in context.
  - 2.V.6:** Use knowledge of base words (including compound words) and common prefixes and suffixes (e.g., un-, re-, pre-, dis-, -ly, -able) as clues to meaning (e.g., add, addition, additional).
-

## Writing

### Style

Writing style includes different types of writing for different purposes.

- 2.W.1.S:** Write an opinion piece about a topic or text with details to support the opinion.
- 2.W.2.S:** Write an informative or explanatory piece about a topic using facts from a source.
- 2.W.3.S:** Write a narrative, using a logical sequence of events.

### Production

Writing production includes volume and clarity of writing, the writing process, and research.

- 2.W.4.P:** Produce clear and coherent writing, using precise language, relevant details and descriptions, and grade-appropriate conventions.
- 2.W.5.P:** Organize writing logically, constructing an introduction, body, and a sense of closure.
- 2.W.6.P:** Use transitional words to connect ideas.
- 2.W.7.P:** Revise writing to expand and combine simple sentences to create compound sentences.
- 2.W.8.P:** Edit writing to include K-2 language conventions for publishing.
- 2.W.9.P:** Participate in shared research projects to gather information from experiences and/or provided sources to produce writing.

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## Collaborative Communication

### Oral Language

Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings.

- 2.CC.1.OL:** Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.
- 2.CC.2.OL:** Ask and answer questions about what a speaker says to gather additional information and clarify understanding.

### Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

- 2.CC.3.P:** Use relevant, descriptive details to orally share a story or experience that includes appropriate facts.
- 2.CC.4.P:** Use visual displays to clarify ideas, thoughts, and feelings.
- 2.CC.5.P:** Speak audibly in collaborative communication and presentations.

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## Language

### Structures

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

- 2.L.1.S:** Use abstract nouns (e.g., love, peace, joy).
- 2.L.2.S:** Use regular and irregular plural nouns (e.g., branches, elves; geese, sheep).

## Grade 2 English Language Arts Standards

- 2.L.3.S:** Use singular possessive common and proper nouns.
- 2.L.4.S:** Use subject pronouns (e.g., I, he, she).
- 2.L.5.S:** Use possessive pronouns (e.g., mine, his, hers).
- 2.L.6.S:** Use pronoun/antecedent agreement.
- 2.L.7.S:** Use common adjectives.
- 2.L.8.S:** Recognize words adjectives modify.
- 2.L.9.S:** Use irregular verbs (e.g., sang, came).
- 2.L.10.S:** Use subject-verb agreement for singular and plural nouns.
- 2.L.11.S:** Use adverbs.
- 2.L.12.S:** Use conjunctions (and, but, or) in compound sentences.
- 2.L.13.S:** Expand and combine simple sentences to create compound sentences using two independent clauses.

## Conventions

Conventions involve the correct use of mechanics in writing.

- 2.L.14.C:** Capitalize holidays.
- 2.L.15.C:** Capitalize product names.
- 2.L.16.C:** Use all end punctuation marks.
- 2.L.17.C:** Use commas in words and items in a series.
- 2.L.18.C:** Use commas in greetings.
- 2.L.19.C:** Use commas in the closing of letters.
- 2.L.20.C:** Use commas before a coordinating conjunction in a compound sentence.

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## GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS

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### Foundational Reading

#### Phonics Decoding (Word Reading)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

- 3.FR.1.PD:** Decode multisyllabic base words.
- 3.FR.2.PD:** Decode multisyllabic words using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.

#### Phonics Encoding (Word Writing)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

- 3.FR.3.PE:** Encode final /j/ = dge/ge (e.g., fudge, badge, merge, gouge, verge) and final /ch/ =ch/tch (e.g., punch, finch, watch, batch, clutch, pinch, screech).
- 3.FR.4.PE:** Encode two-syllable words with double letter endings (e.g., repel vs. confess).
- 3.FR.5.PE:** Encode words containing hard and soft c and g (e.g., girl, gentle, carry, center, wage, stage).
- 3.FR.6.PE:** Encode two-syllable words with medial long vowel teams (e.g., complain, canteen).
- 3.FR.7.PE:** Encode two-syllable words with vowel-r patterns (e.g., forget, cartoon).
- 3.FR.8.PE:** Encode two-syllable words with open syllables (e.g., robot, music, jumbo).
- 3.FR.9.PE:** Encode Greek words including vowel y (e.g., gym, myth).
- 3.FR.10.PE:** Encode multisyllabic words using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.

#### Handwriting

Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

- 3.FR.11.H:** Write legibly in cursive using correctly formed letters with appropriate slant, spacing, and line awareness.

#### Fluency

Fluency is the ability to perform a task with automaticity (quickly and correctly).

- 3.FR.12.F:** Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

---

### Reading Comprehension

#### Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- 3.RC.1.RF:** Ask questions about key details in a text.
- 3.RC.2.RF:** Answer questions about key details in a text.

## Grade 3 English Language Arts Standards

- 3.RC.3.RF:** Summarize multi-paragraph texts; provide key details to demonstrate understanding of the central message or topic.
- 3.RC.4.RF:** Build general and academic vocabulary and background knowledge of grade-level topics through discussion, reading, and writing.
- 3.RC.5.RF:** Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.
- 3.RC.6.RF:** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

### Reading Literature

Reading Literary includes skills that are specific to literature.

- 3.RC.7.RL:** Describe how characters respond to major events and challenges.
- 3.RC.8.RL:** Describe the main story elements (plot) of a story including characters, setting, events, problem, and solution.
- 3.RC.9.RL:** Compare and contrast stories from the same author with the same or similar characters.
- 3.RC.10.RL:** Explain how information gained from visual images in a text contributes to understanding the text.
- 3.RC.11.RL:** Distinguish the reader’s perspective from that of the author, narrator, or character(s).
- 3.RC.12.RL:** Describe the major differences in the structural elements of poems, dramas, and stories.

### Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 3.RC.13.RI:** Explain how an author uses reasons and evidence to support specific points in a text.
- 3.RC.14.RI:** Compare and contrast two texts on the same topic, identifying key details from each text.
- 3.RC.15.RI:** Describe how each successive part builds on earlier sections.
- 3.RC.16.RI:** Use text features and keywords, sidebars, and hyperlinks to locate information relevant to a given topic.
- 3.RC.17.RI:** Explain how information gained from illustrations (e.g., maps, photographs) and the words in a text, contribute to understanding the text.
- 3.RC.18.RI:** Distinguish the reader’s perspective from that of the author of the text.

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### Vocabulary

Vocabulary refers to the words we must understand to communicate effectively.

- 3.V.1:** Determine or clarify the meaning of words and phrases in texts read aloud or independently.
- 3.V.2:** Use context clues to identify the meaning of words or phrases.
- 3.V.3:** Generate synonyms and antonyms for common nouns, verbs, and adjectives.
- 3.V.4:** Distinguish shades of meaning among related words.
- 3.V.5:** Distinguish the literal and nonliteral meanings of words and phrases in context.
- 3.V.6:** Use knowledge of most common Latin prefixes, bases, and suffixes (inflectional and derivational) as clues to meaning (e.g., agreeable/disagreeable, comfortable/uncomfortable; company/companion).

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### Writing

#### Style

Writing style includes different types of writing for different purposes.

## Grade 3 English Language Arts Standards

- 3.W.1.S:** Write an opinion to convince the reader to take an action or adopt a position with logical reasons supported by evidence from various sources.
- 3.W.2.S:** Write informative or explanatory pieces about a topic using sources.
- 3.W.3.S:** Write a narrative with a logical plot (sequence of events, characters, and setting).

### Production

Writing production includes volume and clarity of writing, the writing process, and research.

- 3.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 3.W.5.P:** Organize writing logically, constructing an introduction, body, and conclusion.
- 3.W.6.P:** Use transitional words and phrases to connect ideas.
- 3.W.7.P:** Plan and revise writing, using words, phrases, and sentences for effect.
- 3.W.8.P:** Edit writing to include K-3 language conventions for publishing.
- 3.W.9.P:** Conduct short research projects by gathering information from relevant experiences and/or print and digital sources to produce a response.
- 3.W.10.P:** Take notes from sources and sort evidence into categories.

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### Collaborative Communication

#### Oral Language

Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings.

- 3.CC.1.OL:** Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.
- 3.CC.2.OL:** Ask and answer questions about what a speaker says to gather additional information and clarify understanding.

#### Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

- 3.CC.3.P:** Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.
- 3.CC.4.P:** Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting.
- 3.CC.5.P:** Speak audibly in collaborative communication and presentations.

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### Language

#### Structures

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

- 3.L.1.S:** Use abstract nouns (e.g., justice, freedom).
- 3.L.2.S:** Use collective nouns (e.g., group, flock, herd).
- 3.L.3.S:** Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house).

## Grade 3 English Language Arts Standards

- 3.L.4.S:** Use indefinite pronouns (e.g., all, any, many, each).
- 3.L.5.S:** Use object pronouns (e.g., me, him, her).
- 3.L.6.S:** Use possessive pronouns (e.g., their, whose).
- 3.L.7.S:** Use pronoun/antecedent agreement.
- 3.L.8.S:** Use proper adjectives (e.g., French, Spanish).
- 3.L.9.S:** Use comparative and superlative adjectives (e.g., larger, largest).
- 3.L.10.S:** Use regular and irregular verbs in past and present tenses.
- 3.L.11.S:** Use subject-verb agreement.
- 3.L.12.S:** Use adverbs.
- 3.L.13.S:** Use coordinating conjunctions (FANBOYS).
- 3.L.14.S:** Use interjections (e.g., ouch, boo).
- 3.L.15.S:** Use prepositional phrases.
- 3.L.16.S:** Form contractions, using an apostrophe.
- 3.L.17.S:** Create, expand, and combine independent clauses to create compound sentences.

## Conventions

Conventions involve the correct use of mechanics in writing.

- 3.L.18.C:** Capitalize words in titles.
- 3.L.19.C:** Capitalize proper adjectives.
- 3.L.20.C:** Capitalize geographic names.
- 3.L.21.C:** Use commas in items in a series.
- 3.L.22.C:** Use commas in addresses.
- 3.L.23.C:** Use a comma before a coordinating conjunction in a compound sentence.

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## GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS

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### Foundational Reading

#### Phonics Decoding (Word Reading)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

- 4.FR.1.PD:** Decode multisyllabic base words.
- 4.FR.2.PD:** Decode multisyllabic words, using knowledge of Latin prefixes, bases, and suffixes, using connectives as needed.

#### Phonics Encoding (Word Writing)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

- 4.FR.3.PE:** Encode multisyllabic words, using knowledge of Latin prefixes, assimilated prefixes, bases, and suffixes, using connectives as needed.

#### Handwriting

Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

- 4.FR.4.H:** Write fluently and legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness.

#### Fluency

Fluency is the ability to perform a task with automaticity (quickly and correctly).

- 4.FR.5.F:** Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

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### Reading Comprehension

#### Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- 4.RC.1.RF:** Ask questions about key details in a text.
- 4.RC.2.RF:** Answer questions about a text, using details that the text says explicitly or when drawing inferences.
- 4.RC.3.RF:** Summarize multi-paragraph texts; provide key details to demonstrate understanding of the central message or topic.
- 4.RC.4.RF:** Build general and academic vocabulary and background knowledge of grade-level topics through discussion, reading, and writing.
- 4.RC.5.RF:** Use background knowledge and details including illustrations, charts, and graphs, to make inferences about a text.
- 4.RC.6.RF:** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.



## Reading Literature

Reading Literary includes skills that are specific to literature.

- 4.RC.7.RL:** Describe how a character changes throughout a story.
- 4.RC.8.RL:** Explain how the setting contributes to the plot of a story.
- 4.RC.9.RL:** Determine the theme of a story.
- 4.RC.10.RL:** Compare and contrast stories with similar central messages and topics.
- 4.RC.11.RL:** Explain what information is gained from adding multimedia elements to the reading of a text.
- 4.RC.12.RL:** Compare and contrast the perspectives of two texts, noting the differences between first and third person narrations.
- 4.RC.13.RL:** Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

## Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 4.RC.14.RI:** Explain how an author uses reasons and evidence to support specific points in a text.
- 4.RC.15.RI:** Integrate information from two texts on the same topic when writing or speaking about the subject.
- 4.RC.16.RI:** Describe the structure of a text or a portion of a text (e.g., chronology, comparison, cause/effect, description, problem/solution).
- 4.RC.17.RI:** Explain how information presented visually, orally, or quantitatively (e.g., charts and graphs) contributes to a text.
- 4.RC.18.RI:** Compare and contrast a firsthand and secondhand account of the same event or topic.

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## Vocabulary

Vocabulary refers to the words we must understand to communicate effectively.

- 4.V.1:** Determine or clarify the meaning of words and phrases in texts read aloud or independently.
- 4.V.2:** Use context clues to infer the meaning of words or phrases.
- 4.V.3:** Consult reference materials to clarify pronunciation and/or precise meaning of words.
- 4.V.4:** Use the relationship between a word and its antonyms and synonyms to deepen understanding.
- 4.V.5:** Determine the meaning of specific academic language, including words and phrases that signal precise actions or emotions.
- 4.V.6:** Explain the meaning of figurative language, including, but not limited to, similes, metaphors, and idioms.
- 4.V.7:** Use knowledge of Latin prefixes, bases, and suffixes as clues to meaning (e.g., construct, instruct, deconstruction; structure, infrastructure; nation, nature, nativity).

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## Writing

### Style

Writing style includes different types of writing for different purposes.

- 4.W.1.S:** Write an opinion (argument) to convince the reader to take action or adopt a position, including logical reasons supported by evidence from relevant sources.

## Grade 4 English Language Arts Standards

- 4.W.2.S:** Write informative or explanatory pieces about a topic using sources.
- 4.W.3.S:** Write a narrative using a logical plot (sequence of events, characters, and setting) and strong voice.

### Production

Writing production includes volume and clarity of writing, the writing process, and research.

- 4.W.4.P:** Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 4.W.5.P:** Organize writing logically, constructing an introduction, body, and conclusion.
- 4.W.6.P:** Use transitional words, phrases, and clauses to connect ideas.
- 4.W.7.P:** Plan and revise writing to convey ideas precisely.
- 4.W.8.P:** Edit writing to include K-4 language conventions for publishing.
- 4.W.9.P:** Conduct short research projects by gathering and paraphrasing information from relevant experiences and/or from sources to produce a written response.
- 4.W.10.P:** Take notes, sort evidence into categories, and cite sources.

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### Collaborative Communication

#### Oral Language

Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings.

- 4.CC.1.OL:** Participate in collaborative conversations following class created guidelines to expand upon conversations.
- 4.CC.2.OL:** Identify the reasons and evidence a speaker provides to support specific points.

#### Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

- 4.CC.3.P:** Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.
- 4.CC.4.P:** Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting.
- 4.CC.5.P:** Speak audibly using standard English as appropriate to the task and situation in collaborative communication and presentations.

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### Language

#### Structures

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

- 4.L.1.S:** Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house).
- 4.L.2.S:** Use relative pronouns (e.g., who, which, that, whose, whom).
- 4.L.3.S:** Use possessive pronouns as adjectives (e.g., their house, her dog).
- 4.L.4.S:** Use royal order when arranging adjectives (i.e., opinion-size-age-shape-color-origin-material-purpose noun).
- 4.L.5.S:** Use comparative and superlative adjectives (e.g., larger, largest).
- 4.L.6.S:** Use verb tense to convey various times, sequences, states, and conditions.

## Grade 4 English Language Arts Standards

- 4.L.7.S:** Use progressive verb tenses (i.e., helping verbs).
- 4.L.8.S:** Use subject-verb agreement.
- 4.L.9.S:** Use comparative and superlative adverbs (e.g., funnier, funniest).
- 4.L.10.S:** Use subordinating conjunctions to produce complex sentences.
- 4.L.11.S:** Use interjections (e.g., eek, yikes).
- 4.L.12.S:** Use prepositional phrases.
- 4.L.13.S:** Use contractions.
- 4.L.14.S:** Produce complex sentences, using dependent clauses and subordinating conjunctions.

## Conventions

Conventions involve the correct use of mechanics in writing.

- 4.L.15.C:** Use correct capitalization.
- 4.L.16.C:** Capitalize words for emphasis (e.g., WOW! NO!).
- 4.L.17.C:** Capitalize dialogue.
- 4.L.18.C:** Use end marks in dialogue.
- 4.L.19.C:** Use commas in dialogue.
- 4.L.20.C:** Use commas in quotations from a text.
- 4.L.21.C:** Use commas to separate an introductory element.
- 4.L.22.C:** Use quotation marks in dialogue.
- 4.L.23.C:** Use quotation marks in quotations from a text.

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## GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS

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### Foundational Reading

#### Phonics Decoding (Word Reading)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

- 5.FR.1.PD:** Decode multisyllabic base words.
- 5.FR.2.PD:** Decode multisyllabic words using knowledge of Greek combining forms, using connectives as needed.

#### Phonics Encoding (Word Writing)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

- 5.FR.3.PE:** Encode multisyllabic words using knowledge of Greek combining forms, using connectives as needed.

#### Handwriting

Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

- 5.FR.4.H:** Write fluently and legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness with increasing stamina.

#### Fluency

Fluency is the ability to perform a task with automaticity (quickly and correctly).

- 5.FR.5.F:** Orally read texts with accuracy, automaticity, and expression, at an appropriate rate to support comprehension, self-correcting as necessary.

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### Reading Comprehension

#### Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- 5.RC.1.RF:** Ask questions about key details in a text.
- 5.RC.2.RF:** Answer questions about a text, using details that the text says explicitly or when drawing inferences.
- 5.RC.3.RF:** Summarize multi-paragraph texts, providing details to demonstrate understanding of the central message or topic.
- 5.RC.4.RF:** Build general and academic vocabulary and background knowledge of grade-level topics through discussion, reading, and writing.
- 5.RC.5.RF:** Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.
- 5.RC.6.RF:** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

## Reading Literature

Reading Literary includes skills that are specific to literature.

- 5.RC.7.RL:** Describe how a character’s traits, motivations, and feelings contribute to the sequence of events.
- 5.RC.8.RL:** Analyze how one element of the plot was developed over the course of the text (e.g., how the problem was created, grew, changed, and was resolved).
- 5.RC.9.RL:** Identify text evidence that supports the theme.
- 5.RC.10.RL:** Compare and contrast similar themes of two or more texts of the same genre.
- 5.RC.11.RL:** Explain how multimedia elements (e.g., text, audio, images, animation, video) help determine meaning and tone.
- 5.RC.12.RL:** Explain how point of view and /or perspective influence how events are described.
- 5.RC.13.RL:** Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

## Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 5.RC.14.RI:** Identify which reasons and evidence an author uses to support which points.
- 5.RC.15.RI:** Integrate information from several texts on the same topic when writing or speaking about the text.
- 5.RC.16.RI:** Compare and contrast the text structures of two or more texts (e.g., chronology, comparison, cause/effect, description, problem/solution).
- 5.RC.17.RI:** Explain how multimedia elements (e.g., text, audio, images, animation, video, interactive components) support the meaning and tone of a text.
- 5.RC.18.RI:** Compare and contrast multiple accounts of the same event or topic, noting the points of view and/or perspectives represented.

## Vocabulary

Vocabulary refers to the words we must understand to communicate effectively.

- 5.V.1:** Determine or clarify the meaning of words and phrases in texts read aloud or independently.
- 5.V.2:** Use context clues to infer the meanings of words or phrases (e.g., cause/effect relationships and comparisons in text).
- 5.V.3:** Consult reference materials to clarify pronunciation and/or precise meaning of words.
- 5.V.4:** Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.
- 5.V.5:** Identify the difference between the denotation and connotation of a word or phrase in context.
- 5.V.6:** Explain the meaning of figurative language in context, including but not limited to, similes, metaphors, idioms, proverbs, and personification.
- 5.V.7:** Use knowledge of Greek combining forms and Latin prefixes, bases, and suffixes as clues to meaning (e.g., biography, autobiographical, photograph, photosynthesis).

## Writing

### Style

Writing style includes different types of writing for different purposes.

## Grade 5 English Language Arts Standards

- 5.W.1.S:** Write an argument to persuade the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant evidence from sources.
- 5.W.2.S:** Write informative or explanatory pieces, using multiple sources to examine a topic.
- 5.W.3.S:** Write a narrative, incorporating literary elements (characters, plot, setting, conflict, and dialogue) and strong voice.

### Production

Writing production includes volume and clarity of writing, the writing process, and research.

- 5.W.4.P:** Produce clear and coherent writing using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 5.W.5.P:** Organize writing logically, constructing an introduction, body, and conclusion.
- 5.W.6.P:** Use transitional words, phrases, and clauses to connect ideas.
- 5.W.7.P:** Plan and revise writing by expanding or combining sentences for meaning, interest, and style.
- 5.W.8.P:** Edit writing to include K-5 language conventions for publishing.
- 5.W.9.P:** Conduct short research, using quotations and summaries from relevant sources or experiences to produce a written product.
- 5.W.10.P:** Take notes, sort evidence into categories, cite sources, and include a list of sources.

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### Collaborative Communication

#### Oral Language

Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings.

- 5.CC.1.OL:** Participate in collaborative conversations, following class-created discussion guidelines to expand upon conversations.
- 5.CC.2.OL:** Orally summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

- 5.CC.3.P:** Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.
- 5.CC.4.P:** Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting.
- 5.CC.5.P:** Speak audibly using standard English as appropriate to the task and situation in collaborative communication and presentations.

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### Language

#### Structures

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

- 5.L.1.S:** Use relative pronouns (e.g., who, which, that, whose, whom).

## Grade 5 English Language Arts Standards

- 5.L.2.S:** Use demonstrative adjectives (e.g., this, that, these, those).
- 5.L.3.S:** Use verb tense to convey various times, sequences, states, and conditions.
- 5.L.4.S:** Use forms of be (e.g., am, is, are, was, were).
- 5.L.5.S:** Use subject-verb agreement.
- 5.L.6.S:** Use comparative and superlative adverbs (e.g., worse, worst).
- 5.L.7.S:** Use conjunctions to produce compound and complex sentences.
- 5.L.8.S:** Use correlative conjunctions (e.g., either/or; neither/nor).
- 5.L.9.S:** Use prepositional phrases as adjectives (e.g., The house *on the left*...).
- 5.L.10.S:** Produce a variety of simple, compound, and complex sentences.

## Conventions

Conventions involve the correct use of mechanics in writing.

- 5.L.11.C:** Use correct capitalization.
- 5.L.12.C:** Capitalize dialogue.
- 5.L.13.C:** Use end marks in dialogue.
- 5.L.14.C:** Use end marks in quotations.
- 5.L.15.C:** Use commas in dialogue.
- 5.L.16.C:** Use commas in quotations from a text.
- 5.L.17.C:** Use commas to separate an introductory element.
- 5.L.18.C:** Use commas with words yes and no.
- 5.L.19.C:** Use quotation marks in dialogue.
- 5.L.20.C:** Use quotation marks in quotations from a text.

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## GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS

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### Reading Comprehension

#### Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- 6.RC.1.RF:** Provide an objective summary of a text.
- 6.RC.2.RF:** Determine how a central idea and/or theme of a text is conveyed through supporting details.
- 6.RC.3.RF:** Cite text evidence to support an analysis of what the text states, using background knowledge to draw inferences from the text.
- 6.RC.4.RF:** Demonstrate reading comprehension of age and grade appropriate texts by speaking or writing.

#### Reading Literature

Reading Literary includes skills that are specific to literature.

- 6.RC.5.RL:** Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution.
- 6.RC.6.RL:** Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme.
- 6.RC.7.RL:** Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.
- 6.RC.8.RL:** Compare and contrast the experience of reading a text to listening to or watching an audio, video, or live version of the text. Compare and contrast what is:
  - Imagined when reading a text, and
  - Observed when listening and/or watching.
- 6.RC.9.RL:** Examine two texts of varying structures or genres that have similar themes and/or topics.
- 6.RC.10.RL:** Identify the theme in a drama, poem, folktale, or story of world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance.

#### Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 6.RC.11.RI:** Describe how a central individual, event, or idea is introduced and developed in a text.
- 6.RC.12.RI:** Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.
- 6.RC.13.RI:** Determine how an author’s purpose, point of view, and/or perspective is conveyed in a text.
- 6.RC.14.RI:** Examine a topic or issue in two or more multimedia formats such as presentations, charts, images, and audio.
- 6.RC.15.RI:** Evaluate the development of an argument and supporting claims in a text, distinguishing between claims that are supported by reasons and evidence from claims that are not.
- 6.RC.16.RI:** Compare and contrast two authors’ presentations of an event.
- 6.RC.17.RI:** Identify the central idea in a non-fiction work of world literature from the beginnings of civilization through 1450, explaining its historical and/or contemporary significance.



## Writing

### Style

Writing style includes different types of writing for different purposes.

**6.W.1.S:** Write an argument, using clear reasons and supporting evidence.

- Introduce claims.
- Support claims with credible sources.

**6.W.2.S:** Write to inform about a topic.

- Organize ideas, concepts, and information.
- Use relevant facts, definitions, concrete details, and quotations.

**6.W.3.S:** Write to express real or imagined experiences and/or events.

- Use relevant descriptive details.
- Organize well-structured event sequences.
- Use narrative techniques such as dialogue, sequencing, description, and characterization.

### Production

Writing production includes volume and clarity of writing and the writing process.

**6.W.4.P:** Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.

**6.W.5.P:** Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.

**6.W.6.P:** Use a variety of sentence types such as simple, compound, complex, and compound-complex.

**6.W.7.P:** Choose a variety of transition words, phrases, and clauses to convey sequence, to signal shifts from one time or setting to another, and/or to clarify the relationships among ideas.

**6.W.8.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

**6.W.9.P:** Develop writing stamina during single sessions and over extended periods of time.

**6.W.10.P:** Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process with a focus on purpose.

**6.W.11.P:** Include headings and graphics to clarify information.

**6.W.12.P:** Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

### Research

Research includes identifying a topic, gathering information, and assessing sources.

**6.W.13.R:** Conduct research to answer a question.

**6.W.14.R:** Assess credible sources.

**6.W.15.R:** Quote or paraphrase data and conclusions, crediting sources and/or authors.

**6.W.16.R:** Provide basic and consistent bibliographic information for sources.

## Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

- 6.V.1:** Use general academic and content-specific words and phrases accurately.
- 6.V.2:** Decode and encode multisyllabic words using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes, using connectives as needed.
- 6.V.3:** Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
- Use common Greek or Latin affixes and roots (i.e., morphology)
  - Trace the origins of words (i.e., etymology)
  - Use context
  - Consult reference materials to clarify pronunciation and/or parts of speech
  - Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of a word.
- 6.V.4:** Recognize two words with similar denotations, considering how their connotations and nuances impact the words' meanings.
- 6.V.5:** Determine how word choice contributes to the meaning, style, and/or tone of a text.
- 6.V.6:** Demonstrate an understanding of figurative language in context, including extended metaphor and personification.

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## Collaborative Communication

### Speaking and Listening Comprehension

Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

- 6.CC.1.SLC:** Express ideas in a collaborative setting, using effective discussion strategies.
- 6.CC.2.SLC:** Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.
- 6.CC.3.SLC:** Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:
- One-on-one
  - In small groups
  - Teacher-led
- 6.CC.4.SLC:** Build upon ideas in collaborative discussions, asking questions relevant to the topic, text, or issue.
- 6.CC.5.SLC:** Contribute to the topic, text, or issue, responding to questions with relevant information.
- 6.CC.6.SLC:** Paraphrase multiple perspectives.
- 6.CC.7.SLC:** Describe how non-textual information enhances the understanding of a topic, text, or issue.
- 6.CC.8.SLC:** Identify a speaker's argument and supporting claims, distinguishing between claims that are supported by evidence from those not supported by evidence.

## Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

- 6.CC.9.P:** Present claims and evidence.
  - 6.CC.10.P:** Sequence ideas logically.
  - 6.CC.11.P:** Use accurate descriptions, facts, and/or details to support central ideas and/or themes.
  - 6.CC.12.P:** Include multimedia and visuals to clarify information.
  - 6.CC.13.P:** Use eye contact, adequate volume, and clear pronunciation in consideration of the audience.
  - 6.CC.14.P:** Demonstrate command of standard English when indicated or appropriate.
  - 6.CC.15.P:** Recite a passage from a well-known poem, play, or speech.
- 

## Language

### Structure

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

- 6.L.1.S:** Use nouns effectively:
  - Direct objects
- 6.L.2.S:** Use pronouns properly:
  - Personal pronouns
  - Intensive and reflexive pronouns
  - Relative pronouns
- 6.L.3.S:** Ensure pronouns have a clear antecedent and are appropriate in number and person.
- 6.L.4.S:** Use verbs effectively:
  - Perfect verb tenses
  - Shifts in mood
  - Active and passive voice
  - Subject/verb agreement
  - Linking/be verbs
- 6.L.5.S:** Use verbals (gerunds, participles, infinitives) correctly.
- 6.L.6.S:** Use modifiers effectively:
  - Proper adjectives
  - Predicate adjectives
- 6.L.7.S:** Correct misplaced and dangling modifiers
- 6.L.8.S:** Produce complex sentences using dependent clauses and subordinating conjunctions.
- 6.L.9.S:** Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
- 6.L.10.S:** Use prepositional phrases effectively:
  - Adjectival
  - Adverbial

## Conventions

Conventions involve the correct use of mechanics in writing.

- 6.L.11.C:** Set off restrictive, nonrestrictive, and parenthetical elements using commas, parentheses, dashes.
- 6.L.12.C:** Use commas to set off series, phrases and clauses, and direct address.
- 6.L.13.C:** Introduce a list, quotation, or clarification using a colon.
- 6.L.14.C:** Indicate dialogue, quotes, and titles using quotation marks.
- 6.L.15.C:** Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

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## GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS

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### Reading Comprehension

#### Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- 7.RC.1.RF:** Provide an objective summary of a text.
- 7.RC.2.RF:** Determine how a central idea and/or theme of a text is developed through supporting details.
- 7.RC.3.RF:** Cite text evidence to support an analysis of what the text states, using background knowledge to justify inferences drawn from the text.
- 7.RC.4.RF:** Demonstrate reading comprehension of age and grade appropriate texts by speaking or writing.

#### Reading Literature

Reading Literary includes skills that are specific to literature.

- 7.RC.5.RL:** Examine how the interaction of literary elements impacts a story or drama, such as how setting shapes the characters or plot or how imagery affects the mood of the text.
- 7.RC.6.RL:** Describe how elements in the overall structure of a story, drama, or poem contribute to its meaning.
- 7.RC.7.RL:** Determine how an author develops multiple points of view and perspectives of characters or narrators in a text.
- 7.RC.8.RL:** Examine the differences between reading a text to listening to or watching an audio, video, or live version of the text. Examine the differences of which:
  - Literary elements are imagined when reading a text, and
  - Multimedia techniques are observed when listening and/or watching.
- 7.RC.9.RL:** Compare and contrast a fictional portrayal of a time, place, or character with the historical account of the corresponding time, place, or character.
- 7.RC.10.RL:** Identify the theme in a drama, poem, folktale, or story from American literature (beginnings through 1850), explaining its historical and/or contemporary significance.

#### Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 7.RC.11.RI:** Describe how the interactions between individuals, events, and ideas impact the development of a text.
- 7.RC.12.RI:** Describe how the major sections of a text influence the overall structure and development of ideas, themes, or arguments.
- 7.RC.13.RI:** Examine how an author distinguishes his or her purpose, point of view, and/or perspective in a text from alternate or opposing positions.
- 7.RC.14.RI:** Compare and contrast how an individual, issue, or idea is portrayed in a written text and in multimedia.
- 7.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical and if the evidence is relevant and sufficient to support the claims.
- 7.RC.16.RI:** Compare and contrast how two or more authors write about the same topic, including how key information is presented, how evidence is explained, and how facts are interpreted or promoted.

**7.RC.17.RI:** Identify the central idea in a primary or secondary source from American literature (beginnings through 1850), explaining its historical and/or contemporary significance.

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## Writing

### Style

Writing style includes different types of writing for different purposes.

**7.W.1.S:** Compose an argument using clear reasons and supporting evidence.

- Introduce claims.
- Acknowledge alternate or opposing claims.
- Support claims with credible sources.

**7.W.2.S:** Write to inform about a topic.

- Introduce a topic with a preview of what is to follow.
- Convey ideas, concepts, and information.
- Choose relevant facts, definitions, concrete details, quotations, and examples.

**7.W.3.S:** Write to express real or imagined experiences and/or events.

- Establish the topic, context, narrative elements, and point of view and/or perspective.
- Use relevant, descriptive details and precise language.
- Develop well-structured event sequences.
- Use narrative techniques such as dialogue, pacing, and description.

### Production

Writing production includes volume and clarity of writing and the writing process.

**7.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

**7.W.5.P:** Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.

**7.W.6.P:** Use a variety of sentence types such as simple, compound, complex, and compound-complex.

**7.W.7.P:** Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, reasons, and/or evidence about a topic.

**7.W.8.P:** Choose a variety of transition words, phrases, and clauses to convey sequence, to signal shifts from one time or setting to another, and/or to clarify the relationships among ideas.

**7.W.9.P:** Develop writing stamina during single sessions and over extended periods of time.

**7.W.10.P:** Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process with a focus on audience.

**7.W.11.P:** Include headings, graphics, and various multimedia to clarify information.

**7.W.12.P:** Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

## Research

Research includes identifying a topic, gathering information, and assessing sources.

## Grade 7 English Language Arts Standards

- 7.W.13.R:** Conduct research to explore a topic and/or answer a question, refocusing the inquiry for further research, investigation, or refinement.
- 7.W.14.R:** Assess the credibility and accuracy of sources.
- 7.W.15.R:** Quote or paraphrase data and conclusions, crediting sources and/or authors.
- 7.W.16.R:** Follow a standard format for citation, including bibliographic information.
- 

### Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

- 7.V.1:** Use general academic and content-specific words and phrases accurately.
- 7.V.2:** Decode and encode multisyllabic words using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes, using connectives as needed.
- 7.V.3:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
- Use common Greek or Latin affixes and roots (i.e., morphology),
  - Trace the origins of words (i.e., etymology),
  - Use context,
  - Consult reference materials to clarify pronunciation and/or parts of speech, and/or
  - Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
- 7.V.4:** Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings.
- 7.V.5:** Determine how word choice, including rhyme and repetition, contributes to the meaning, style, and/or tone of a text.
- 7.V.6:** Demonstrate an understanding of figurative language in context, including allusions and analogies.
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### Collaborative Communication

#### Speaking and Listening Comprehension

Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

- 7.CC.1.SLC:** Express ideas in a collaborative setting, using effective discussion strategies.
- 7.CC.2.SLC:** Come to discussions prepared, referring to researched evidence on the topic, text, or issue.
- 7.CC.3.SLC:** Follow rules for collegial discussions, tracking progress towards specific goals and deadlines, and defining individual roles as needed. Collegial discussions should include:
- One-on-one
  - In small groups
  - Teacher-led
- 7.CC.4.SLC:** Acknowledge new information expressed by others and modify one's own views as needed.
- 7.CC.5.SLC:** Explain how central ideas and supporting details from non-textual sources clarify a topic, text, or issue.

**7.CC.6.SLC:** Articulate a speaker's argument and specific claims, evaluating the accuracy of the evidence.

## Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

**7.CC.7.P:** Present claims and evidence, emphasizing primary points in a focused, coherent manner.

**7.CC.8.P:** Sequence ideas logically.

**7.CC.9.P:** Support claims, central ideas, and/or themes with descriptions, facts, details, and examples.

**7.CC.10.P:** Include relevant multimedia to clarify claims and findings.

**7.CC.11.P:** Adapt speech to a variety of contexts and tasks by using appropriate eye contact, tone, and pacing.

**7.CC.12.P:** Demonstrate command of standard English when indicated or appropriate.

**7.CC.13.P:** Recite a passage from a well-known poem, play, or speech.

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## Language

### Structure

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

**7.L.1.S:** Use nouns effectively:

- Direct and indirect objects

**7.L.2.S:** Use pronouns properly:

- Intensive and reflexive pronouns
- Relative pronouns

**7.L.3.S:** Ensure pronouns have a clear antecedent and are appropriate in number and person.

**7.L.4.S:** Use verbs effectively:

- Perfect verb tenses
- Shifts in mood
- Active and passive voice
- Subject/verb agreement
- Linking verbs

**7.L.5.S:** Use verbals (gerunds, participles, infinitives) correctly.

**7.L.6.S:** Use modifiers effectively:

- Proper adjectives
- Predicate adjectives

**7.L.7.S:** Correct misplaced and dangling modifiers.

**7.L.8.S:** Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

**7.L.9.S:** Use prepositional phrases effectively:

- Adjectival
- Adverbial

**7.L.10.S:** Identify types of phrases and clauses based on their functions in sentences.



**7.L.11.S:** Choose language that precisely expresses ideas, eliminating redundancy.

### Conventions

Conventions involve the correct use of mechanics in writing.

**7.L.12.C:** Set off restrictive, nonrestrictive, and parenthetical elements using commas, parentheses, dashes.

**7.L.13.C:** Use commas to separate coordinate adjectives, set off series, phrases and clauses, and direct address.

**7.L.14.C:** Introduce a list, quotation, or clarification using a colon.

**7.L.15.C:** Join elements of a series when individual items of the series already include commas using a semicolon.

**7.L.16.C:** Indicate dialogue, quotes, and titles using quotation marks.

**7.L.17.C:** Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

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## GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS

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### Reading Comprehension

#### Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- 8.RC.1.RF:** Provide an objective summary of a text.
- 8.RC.2.RF:** Determine how a central idea and/or theme is developed over the course of a text, including its relationship to supporting details.
- 8.RC.3.RF:** Cite text evidence that most strongly supports an analysis of what the text states, using background knowledge to justify inferences drawn from the text.
- 8.RC.4.RF:** Demonstrate reading comprehension of age and grade appropriate texts by speaking or writing.

#### Reading Literature

Reading Literary includes skills that are specific to literature.

- 8.RC.5.RL:** Examine how specific lines of dialogue propel the plot, reveal aspects of a character, or inform a character's decision.
- 8.RC.6.RL:** Distinguish how the structure of a text contributes to its overall meaning and style.
- 8.RC.7.RL:** Describe how differing points of view (POV) and/or perspectives of the characters in a text affect the audience and/or readers, including the author's use of suspense, mystery, and/or humor.
- 8.RC.8.RL:** Determine the extent to which a filmed or live production of a story or drama adheres to or departs from the text or script.
- 8.RC.9.RL:** Describe how an author of a contemporary work of fiction adapts the themes, events, and/or character types from myths, traditional stories, and/or religious works.
- 8.RC.10.RL:** Identify the theme in a drama, poem, folktale, or story from American literature (1850-1930), explaining its historical and/or contemporary significance.

#### Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 8.RC.11.RI:** Explain how an author connects and/or distinguishes individuals, ideas, or events through comparisons, analogies, and categories.
- 8.RC.12.RI:** Examine the structure of a specific paragraph in a text, including how the sentences clarify the central idea.
- 8.RC.13.RI:** Describe how the author acknowledges and responds to conflicting evidence or viewpoints.
- 8.RC.14.RI:** Describe the efficacy of various multimedia used to present information.
- 8.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical, if the evidence is relevant and sufficient to support the claims, and when irrelevant evidence is introduced.
- 8.RC.16.RI:** Analyze two or more texts that present conflicting information on the same topic, identifying where the texts diverge on matters of fact or interpretation.
- 8.RC.17.RI:** Identify the central idea in a primary or secondary source from American literature from (1850-1930), explaining its historical and/or contemporary significance.

## Writing

### Style

Writing style includes different types of writing for different purposes.

**8.W.1.S:** Compose an argument using clear reasons and supporting evidence.

- Introduce claims supported by credible sources.
- Distinguish alternate or opposing claims.
- Maintain a cohesive structure.

**8.W.2.S:** Write to inform about a topic.

- Introduce a topic with a clear preview of what is to follow.
- Organize ideas, concepts, and information using broad categories.
- Select well-chosen facts, definitions, concrete details, quotations, and examples.
- Maintain a cohesive structure, clarifying the relationships among the ideas, concepts, and information.

**8.W.3.S:** Write to express real or imagined experiences and/or events.

- Develop a topic, context, narrative elements, and point of view and/or perspective.
- Select well-chosen, descriptive details and use sensory language and precise language.
- Develop well-structured event sequences to show the relationships among ideas and experiences.
- Use narrative techniques effectively, utilizing dialogue, pacing, sensory language, and description.

### Production

Writing production includes volume and clarity of writing and the writing process.

**8.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

**8.W.5.P:** Organize writing logically, composing an introduction, body, conclusion, and/or reflection when appropriate.

**8.W.6.P:** Use a variety of sentence types effectively.

**8.W.7.P:** Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence about a topic.

**8.W.8.P:** Choose a variety of transition words, phrases, and clauses effectively to connect ideas.

**8.W.9.P:** Develop writing stamina during single sessions and over extended periods of time.

**8.W.10.P:** Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process with a focus on purpose and audience.

**8.W.11.P:** Include headings, graphics, and various multimedia to support ideas and information.

**8.W.12.P:** Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

### Research

Research includes identifying a topic, gathering information, and assessing sources.

## Grade 8 English Language Arts Standards

- 8.W.13.R:** Conduct research to explore a topic, describe an idea, and/or answer a question, refocusing the inquiry to generate further questions or to allow for multiple avenues of exploration.
- 8.W.14.R:** Assess the credibility and accuracy of sources.
- 8.W.15.R:** Avoid plagiarism when quoting or paraphrasing data and conclusions, crediting sources and/or authors.
- 8.W.16.R:** Follow a standard format for citation, including a works cited/references.
- 

### Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

- 8.V.1:** Use general academic and content-specific words and phrases accurately.
- 8.V.2:** Decode and encode multisyllabic words using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes, using connectives as needed.
- 8.V.3:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
- Use common Greek or Latin affixes and roots (i.e., morphology),
  - Trace the origins of words (i.e., etymology),
  - Use context,
  - Consult reference materials to clarify pronunciation and/or parts of speech, and/or
  - Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
- 8.V.4:** Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings.
- 8.V.5:** Determine how word and phrase choice, including analogies or allusions to other texts, contributes to the meaning, style, and/or tone of a text.
- 8.V.6:** Demonstrate an understanding of figurative language in context, including verbal irony and puns.
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### Collaborative Communication

#### Speaking and Listening Comprehension

Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

- 8.CC.1.SLC:** Express ideas in a collaborative setting, using effective discussion strategies.
- 8.CC.2.SLC:** Come to discussions prepared, citing researched evidence on the topic, text, or issue, and reflecting upon the discussion.
- 8.CC.3.SLC:** Follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
- 8.CC.4.SLC:** Acknowledge new information expressed by others, qualifying or justifying one's own views after new evidence is presented.
- 8.CC.5.SLC:** Examine the reasons for using multimedia to present a topic, text, and/or issue.
- 8.CC.6.SLC:** Articulate a speaker's argument and specific claims, evaluating the accuracy and adequacy of the evidence.

## Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

- 8.CC.7.P:** Present claims and evidence, emphasizing important points in a focused, coherent manner.
  - 8.CC.8.P:** Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details.
  - 8.CC.9.P:** Include relevant multimedia to clarify claims and findings.
  - 8.CC.10.P:** Adapt speech to a variety of contexts and tasks by using appropriate eye contact, tone, and pacing.
  - 8.CC.11.P:** Demonstrate command of standard English when indicated or appropriate.
  - 8.CC.12.P:** Recite a passage from a well-known poem, play, or speech.
- 

## Language

### Structure

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

- 8.L.1.S:** Use nouns effectively:
  - Direct and indirect objects
  - Predicate nouns
- 8.L.2.S:** Use pronouns properly:
  - Intensive and reflexive pronouns
  - Relative pronouns
- 8.L.3.S:** Ensure pronouns have a clear antecedent and are appropriate in number and person.
- 8.L.4.S:** Use verbs effectively:
  - Perfect verb tenses
  - Shifts in mood and voice
  - Active and passive voice
  - Subject/verb agreement
  - Linking verbs
- 8.L.5.S:** Use verbals (gerunds, participles, infinitives) correctly.
- 8.L.6.S:** Use modifiers effectively:
  - Proper adjectives
  - Predicate adjectives
- 8.L.6.S:** Correct misplaced and dangling modifiers
- 8.L.7.S:** Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
- 8.L.8.S:** Use prepositional phrases effectively:
  - Adjectival
  - Adverbial
- 8.L.10.S:** Choose language that precisely expresses ideas, eliminating redundancy.

## Conventions

Conventions involve the correct use of mechanics in writing.

- 8.L.11.C:** Set off restrictive, nonrestrictive, and parenthetical elements using commas, parentheses, and dashes.
- 8.L.12.C:** Use commas to separate coordinate adjectives, set off series, phrases and clauses, and direct address.
- 8.L.13.C:** Introduce a list, quotation, or clarification using a colon.
- 8.L.14.C:** Join elements of a series when individual items of the series already include commas using a semicolon.
- 8.L.15.C:** Indicate an omission using an ellipsis.
- 8.L.16.C:** Indicate dialogue, quotes, and titles using quotation marks.
- 8.L.17.C:** Indicate a pause or break using commas, ellipses, and dashes.
- 8.L.18.C:** Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

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## GRADE 9 ENGLISH LANGUAGE ARTS STANDARDS

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### Reading Comprehension

#### Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- 9.RC.1.RF:** Provide an objective summary of a text.
- 9.RC.2.RF:** Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
- 9.RC.3.RF:** Cite text evidence that most strongly and thoroughly supports an analysis of what the text states, using background knowledge to justify inferences drawn from the text.
- 9.RC.4.RF:** Demonstrate reading comprehension of age and grade appropriate texts by speaking or writing.

#### Reading Literature

Reading Literary includes skills that are specific to literature.

- 9.RC.5.RL:** Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.
- 9.RC.6.RL:** Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
- 9.RC.7.RL:** Describe how a character’s point of view (POV) and/or perspective is shaped through experiences.
- 9.RC.8.RL:** Compare and contrast the representation of a subject or a key scene in two different artistic multimedia, including what is emphasized or absent in each treatment.
- 9.RC.9.RL:** Analyze how a contemporary or classical text reimagines and/or adapts the source material from which it was derived.
- 9.RC.10.RL:** Identify a theme in a drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.

#### Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 9.RC.11.RI:** Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
- 9.RC.12.RI:** Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.
- 9.RC.13.RI:** Describe how an author uses rhetoric to advance the purpose, point of view, or perspective of a text.
- 9.RC.14.RI:** Compare accounts of a subject told in different multimedia, determining which details are emphasized in each account.
- 9.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing the degree to which the reasoning is valid, the evidence is relevant and sufficient, and false statements are present.
- 9.RC.16.RI:** Compare and contrast two or more texts, noting how they address related themes and concepts.
- 9.RC.17.RI:** Identify a central idea in an informational work of Arkansas or regional literature, explaining its historical and/or contemporary significance.

## Writing

### Style

Writing style includes different types of writing for different purposes.

- 9.W.1.S:** Compose an argument about a complex topic:
- Develop claims supported by credible sources.
  - Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
  - Maintain a cohesive argumentative structure throughout.
  - Provide commentary to connect claims to the reasons and evidence.
- 9.W.2.S:** Write to inform about a complex topic:
- Develop a topic with a clear preview of what is to follow.
  - Organize ideas, concepts, and information, using major sections
  - Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
  - Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
- 9.W.3.S:** Write to express real or imagined experiences and/or events:
- Develop the topic, context, narrative elements, and point of view and/or perspective.
  - Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
  - Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.
  - Use narrative techniques effectively.

### Production

Writing production includes volume and clarity of writing and the writing process.

- 9.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 9.W.5.P:** Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
- 9.W.6.P:** Use a variety of sentence types effectively.
- 9.W.7.P:** Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
- 9.W.8.P:** Choose transition words, phrases, and clauses effectively to connect ideas.
- 9.W.9.P:** Write with stamina during single sessions and over extended periods of time.
- 9.W.10.P:** Engage in the writing process, addressing what is most significant for a specific purpose and audience.
- 9.W.11.P:** Include headings, graphics, and various multimedia to support ideas and information.
- 9.W.12.P:** Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

### Research

Research includes identifying a topic, gathering information, and assessing sources.



## Grade 9 English Language Arts Standards

- 9.W.13.R:** Conduct short and sustained research to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
- 9.W.14.R:** Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.
- 9.W.15.R:** Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors.
- 9.W.16.R:** Follow a standard citation format, including both in-text citations and a works cited or bibliography.
- 

### Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

- 9.V.1:** Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
- 9.V.2:** Decode and encode multisyllabic words using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes, using connectives as needed.
- 9.V.3:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
- Use common Greek or Latin affixes and roots (i.e., morphology),
  - Trace the origins of words (i.e., etymology),
  - Use context,
  - Consult reference materials to clarify pronunciation and/or parts of speech, and/or
  - Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
- 9.V.4:** Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.
- 9.V.5:** Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
- 9.V.6:** Analyze the role of figurative language in context, including euphemism and oxymoron.
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### Collaborative Communication

#### Speaking and Listening Comprehension

Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

- 9.CC.1.SLC:** Initiate and express ideas in a collaborative setting, using effective discussion strategies.
- 9.CC.2.SLC:** Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
- 9.CC.3.SLC:** Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
- 9.CC.4.SLC:** Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.
- 9.CC.5.SLC:** Integrate non-textual information, evaluating the credibility and accuracy of sources.
- 9.CC.6.SLC:** Evaluate a speaker's perspective, reasoning, and use of evidence, identifying faulty reasoning.

## Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

- 9.CC.7.P:** Present claims and supporting evidence concisely and logically appropriate to purpose, audience, and task.
  - 9.CC.8.P:** Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details.
  - 9.CC.9.P:** Include relevant multimedia to enhance understanding of findings, reasoning, and/or evidence.
  - 9.CC.10.P:** Adapt speech to a variety of contexts and tasks by using appropriate body language, tone, and pacing.
  - 9.CC.11.P:** Demonstrate command of standard English when indicated or appropriate.
  - 9.CC.12.P:** Recite a passage from a well-known poem, play, or speech.
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## Language

### Structure

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

- 9.L.1.S:** Use nouns effectively:
  - Direct and indirect objects
  - Predicate nouns
- 9.L.2.S:** Use pronouns properly:
  - Intensive and reflexive pronouns
  - Relative pronouns
- 9.L.3.S:** Ensure pronouns have a clear antecedent and are appropriate in number and person.
- 9.L.4.S:** Use verbs effectively:
  - Conditional and subjunctive mood
  - Shifts in mood and voice
  - Active and passive voice
  - Subject/verb agreement
- 9.L.5.S:** Use verbals (gerunds, participles, infinitives) correctly.
- 9.L.6.S:** Use modifiers effectively:
  - Predicate adjectives
- 9.L.7.S:** Correct misplaced and dangling modifiers
- 9.L.8.S:** Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
- 9.L.9.S:** Use prepositional phrases effectively:
  - Adjectival
  - Adverbial
- 9.L.10.S:** Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.
- 9.L.11.S:** Use parallel structure.

### Conventions

Conventions involve the correct use of mechanics in writing.

- 9.L.12.C:** Set off restrictive, nonrestrictive, and parenthetical elements using commas, parentheses, and dashes.

## Grade 9 English Language Arts Standards

- 9.L.13.C:** Use commas to separate coordinate adjectives, set off series, phrases and clauses, and direct address.
- 9.L.14.C:** Introduce a list, quotation, or clarification using a colon.
- 9.L.15.C:** Link two or more closely related independent clauses, using a semicolon and conjunctive adverb when applicable.
- 9.L.16.C:** Indicate dialogue, quotes, and titles using quotation marks.
- 9.L.17.C:** Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

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# Draft

## GRADE 10 ENGLISH LANGUAGE ARTS STANDARDS

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### Reading Comprehension

#### Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- 10.RC.1.RF:** Provide an objective summary of a text.
- 10.RC.2.RF:** Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
- 10.RC.3.RF:** Cite text evidence that most strongly and thoroughly supports an analysis of what the text states, using background knowledge to justify inferences drawn from the text.
- 10.RC.4.RF:** Demonstrate reading comprehension of age and grade appropriate texts by speaking or writing.

#### Reading Literature

Reading Literary includes skills that are specific to literature.

- 10.RC.5.RL:** Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.
- 10.RC.6.RL:** Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.
- 10.RC.7.RL:** Describe how characters' points of view (POV) and/or perspectives are shaped through experiences.
- 10.RC.8.RL:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- 10.RC.9.RL:** Analyze to what extent a contemporary or classical text reimagines and/or adapts the source material from which it derived.
- 10.RC.10.RL:** Identify themes in works of American and/or world literature, including the ways in which writers incorporate ancient and religious stories into their writings.

#### Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 10.RC.11.RI:** Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
- 10.RC.12.RI:** Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.
- 10.RC.13.RI:** Describe how an author uses rhetoric to advance the purpose, point of view, or perspective in a text.
- 10.RC.14.RI:** Compare 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 and/or omitted in each account.
- 10.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing the degree to which the reasoning is valid, the evidence is relevant and sufficient, and bias and fallacies are present.
- 10.RC.16.RI:** Analyze two or more texts, noting how they address related themes and concepts.
- 10.RC.17.RI:** Identify central ideas in works of literary nonfiction from American and/or world literary history.

## Writing

### Style

Writing style includes different types of writing for different purposes.

- 10.W.1.S:** Compose an argument about a complex topic:
- Develop claims supported by credible sources.
  - Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
  - Maintain a cohesive argumentative structure throughout.
  - Provide commentary to connect claims to the reasons and evidence.
- 10.W.2.S:** Write to inform about a complex topic:
- Develop a topic with a clear preview of what is to follow.
  - Organize ideas, concepts, and information, using major sections
  - Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
  - Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
- 10.W.3.S:** Write to express real or imagined experiences and/or events:
- Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
  - Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
  - Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
  - Use narrative techniques effectively.

### Production

Writing production includes volume and clarity of writing and the writing process.

- 10.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 10.W.5.P:** Organize writing logically, composing an introduction, body, conclusion, and/or reflection when appropriate.
- 10.W.6.P:** Use a variety of sentence types effectively.
- 10.W.7.P:** Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
- 10.W.8.P:** Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
- 10.W.9.P:** Write with stamina during single sessions and over extended periods of time.
- 10.W.10.P:** Engage in the writing process, addressing what is most significant for a specific purpose and audience.
- 10.W.11.P:** Include headings, graphics, and various multimedia to support ideas and information.
- 10.W.12.P:** Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

### Research

Research includes identifying a topic, gathering information, and assessing sources.

## Grade 10 English Language Arts Standards

- 10.W.13.R:** Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
- 10.W.14.R:** Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
- 10.W.15.R:** Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors.
- 10.W.16.R:** Follow a standard citation format, including both in-text citations and a works cited or bibliography.
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### Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

- 10.V.1:** Use general academic and content-specific words and phrases accurately.
- 10.V.2:** Decode and encode multisyllabic words using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes, using connectives as needed.
- 10.V.3:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
- Use common Greek or Latin affixes and roots (i.e., morphology)
  - Trace the origins of words (i.e., etymology)
  - Use context
  - Consult reference materials to clarify pronunciation and/or parts of speech
  - Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word
- 10.V.4:** Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.
- 10.V.5:** Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
- 10.V.6:** Analyze the role of figurative language in context, including euphemism and oxymoron.
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### Collaborative Communication

#### Speaking and Listening Comprehension

Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

- 10.CC.1.SLC:** Initiate and express ideas in a collaborative setting, using effective discussion strategies.
- 10.CC.2.SLC:** Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
- 10.CC.3.SLC:** Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
- 10.CC.4.SLC:** Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.
- 10.CC.5.SLC:** Integrate non-textual information, evaluating the credibility and accuracy of sources.
- 10.CC.6.SLC:** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying faulty reasoning.

## Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

- 10.CC.7.P:** Present claims, findings, and supporting evidence concisely and logically appropriate to purpose, audience, and task.
  - 10.CC.8.P:** Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details.
  - 10.CC.9.P:** Include relevant multimedia to enhance understanding of findings, reasoning, and evidence.
  - 10.CC.10.P:** Adapt speech to a variety of contexts and tasks by using appropriate body language, tone, and pacing.
  - 10.CC.11.P:** Demonstrate command of standard English when indicated or appropriate.
  - 10.CC.12.P:** Recite a passage from a well-known poem, play, or speech.
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## Language

### Structure

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

- 10.L.1.S:** Use nouns effectively:
  - Direct and indirect objects
- 10.L.2.S:** Use pronouns properly:
  - Intensive and reflexive pronouns
  - Relative pronouns
- 10.L.3.S:** Ensure pronouns have a clear antecedent and are appropriate in number and person.
- 10.L.4.S:** Use verbs effectively:
  - Conditional and subjunctive mood
  - Shifts in mood and voice
  - Active and passive voice
  - Subject/verb agreement
- 10.L.5.S:** Use verbals (gerunds, participles, infinitives) correctly.
- 10.L.6.S:** Use modifiers effectively:
  - Predicate adjectives
- 10.L.7.S:** Correct misplaced and dangling modifiers
- 10.L.8.S:** Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
- 10.L.9.S:** Use prepositional phrases effectively:
  - Adjectival
  - Adverbial
- 10.L.10.S:** Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.
- 10.L.11.S:** Use parallel structure.

### Conventions

Conventions involve the correct use of mechanics in writing.

- 10.L.12.C:** Use commas to separate coordinate adjectives, set off series, phrases and clauses, and direct address.

## Grade 10 English Language Arts Standards

- 10.L.13.C:** Introduce a list, quotation, or clarification using a colon.
  - 10.L.14.C:** Link two or more closely related independent clauses, using a semicolon and conjunctive adverb when applicable.
  - 10.L.15.C:** Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.
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## GRADE 11 ENGLISH LANGUAGE ARTS

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### Reading Comprehension

#### Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- 11.RC.1.RF:** Provide an objective summary of a text.
- 11.RC.2.RF:** Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.
- 11.RC.3.RF:** Cite text evidence that strongly and thoroughly supports an analysis of what the text states and what the details imply, using background knowledge to determine which parts of the text are ambiguous and to justify inferences drawn from the text.
- 11.RC.4.RF:** Demonstrate reading comprehension of age and grade appropriate texts by speaking or writing.

#### Reading Literature

Reading Literary includes skills that are specific to literature.

- 11.RC.5.RL:** Describe how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.
- 11.RC.6.RL:** Explain how syntax contributes to the overall meaning and/or style of a text.
- 11.RC.7.RL:** Examine a text in which understanding the purpose, point of view (POV), and/or perspective requires the reader to distinguish between what the author states and what is implied through irony, sarcasm, understatement, and satire.
- 11.RC.8.RL:** Evaluate how more than one portrayal of a story, drama, or poem represents and/or interprets the source text.
- 11.RC.9.RL:** Analyze how two or more influential literary works from the same era address similar themes.
- 11.RC.10.RL:** Identify themes in works of American literature (1930-present), including the ways American writers incorporate ancient and religious stories into their writings.
- 11.RC.11.RL:** Identify themes in works of American literature, noting the dominant traits from Puritan, Colonial, American Romanticism, Transcendentalism, Realism, Naturalism, Modernist, and Contemporary periods.

#### Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 11.RC.12.RI:** Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text.
- 11.RC.13.RI:** Evaluate the syntax of a text, including the extent to which the points are clear, convincing, and engaging.
- 11.RC.14.RI:** Evaluate how content, style, and/or use of rhetorical devices contribute to the purpose, point of view, perspective, and overall effectiveness of a text.
- 11.RC.15.RI:** Evaluate information presented in a variety of formats and from multiple sources, identifying the information that best answers a question or solves a problem.

- 11.RC.16.RI:** Evaluate the premise, reasoning, and validity of an argument in texts such as works of public advocacy and U.S. seminal documents.
- 11.RC.17.RI:** Analyze documents of historical significance, including U.S. documents when appropriate, for their literary and rhetorical features.
- 11.RC.18.RI:** Identify central ideas in works of literary nonfiction from English and American literary history, including works written after 1930.
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## Writing

### Style

Writing style includes different types of writing for different purposes.

- 11.W.1.S:** Compose an argument about a complex topic:
- Develop defensible and significant claims,
  - Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and values,
  - Maintain a cohesive argumentative structure throughout, and
  - Provide relevant commentary to connect claims to the reasons and evidence.
- 11.W.2.S:** Write to inform about a complex topic:
- Develop a topic addressing the most significant and relevant evidence,
  - Organize ideas, concepts, and information, using major sections and subtopics,
  - Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate, and
  - Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
- 11.W.3.S:** Write to express real or imagined experiences and/or events:
- Develop the topic, context, narrative elements, and one or more points of view and/or perspectives,
  - Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters,
  - Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences, and
  - Use narrative techniques effectively.

### Production

Writing production includes volume and clarity of writing and the writing process.

- 11.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 11.W.5.P:** Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
- 11.W.6.P:** Use a variety of sentence types effectively.
- 11.W.7.P:** Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence about a topic.
- 11.W.8.P:** Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
- 11.W.9.P:** Write with stamina over extended periods of time.
- 11.W.10.P:** Engage in the writing process, addressing what is most significant for a specific purpose and audience.

## Grade 11 English Language Arts Standards

**11.W.11.P:** Include headings, graphics, and various multimedia to support ideas and information.

**11.W.12.P:** Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

### Research

Research includes identifying a topic, gathering information, and assessing sources.

**11.W.13.R:** Conduct short and sustained research, synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.

**11.W.14.R:** Assess the credibility and accuracy of sources, using scholarly databases when appropriate.

**11.W.15.R:** Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors.

**11.W.16.R:** Follow a standard citation format, including in-text citations and a literature review, works cited/references, or bibliography.

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### Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

**11.V.1:** Use general academic and content-specific words and phrases accurately.

**11.V.2:** Recognize the major historical influences in the evolution of the English language (i.e., linguistics), including Old English, Middle English, and Modern English.

**11.V.3:** Decode and encode multisyllabic words using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes, using connectives as needed.

**11.V.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

- Use common Greek or Latin affixes and roots (i.e., morphology),
- Trace the origins of words (i.e., etymology),
- Use context,
- Consult reference materials to clarify pronunciation and/or parts of speech or resolve issues of complex or contested usage, and/or
- Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

**11.V.5:** Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.

**11.V.6:** Examine how word choice impacts the overall meaning, style, tone, or literary merit of a text, including how words affect a reader and/or audience.

**11.V.7:** Analyze the role of figurative language in context, including hyperbole and paradox.

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### Collaborative Communication

#### Speaking and Listening Comprehension

Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

**11.CC.1.SLC:** Initiate and express ideas in a collaborative setting, using effective discussion strategies.

- 11.CC.2.SLC:** Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
- 11.CC.3.SLC:** Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
- 11.CC.4.SLC:** Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
- 11.CC.5.SLC:** Integrate non-textual information from diverse forms of multimedia, evaluating the credibility and accuracy of sources.
- 11.CC.6.SLC:** Evaluate a speaker's perspective, reasoning, rhetoric, and use of evidence, assessing the effectiveness.

## Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

- 11.CC.7.P:** Present claims, findings, and supporting evidence concisely, logically, and appropriately to purpose, audience, and task.
- 11.CC.8.P:** Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details, addressing opposing perspectives as appropriate.
- 11.CC.9.P:** Include relevant multimedia to enhance understanding of findings, reasoning, and evidence.
- 11.CC.10.P:** Adapt speech to a variety of audiences, contexts, and tasks by using appropriate body language, tone, style, and pacing.
- 11.CC.11.P:** Demonstrate command of standard English when indicated or appropriate.
- 11.CC.12.P:** Recite a passage from a well-known poem, play, or speech.

## Language

### Structure

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

- 11.L.1.S:** Ensure pronouns have a clear antecedent and are appropriate in number and person
- 11.L.2.S:** Use the full range of verbs effectively.
- 11.L.3.S:** Use verbals (gerunds, participles, infinitives) correctly.
- 11.L.4.S:** Correct misplaced and dangling modifiers.
- 11.L.5.S:** Vary syntax for effect, consulting references for guidance as needed.
- 11.L.6.S:** Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.
- 11.L.7.S:** Use parallel structure.

### Conventions

Conventions involve the correct use of mechanics in writing.

- 11.L.8.C:** Use a hyphen correctly.
- 11.L.9.C:** Introduce a list, quotation, or clarification using a colon.
- 11.L.10.C:** Link two or more closely related independent clauses, using a semicolon and conjunctive adverb when applicable.

**11.L.11.C:** Separate elements in a sentence using commas, ellipsis, dashes, and semicolons.

**11.L.12.C:** Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

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## GRADE 12 ENGLISH LANGUAGE ARTS

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### Reading Comprehension

#### Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- 12.RC.1.RF:** Provide an objective summary of a text.
- 12.RC.2.RF:** Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.
- 12.RC.3.RF:** Cite text evidence that strongly and thoroughly supports an analysis of what the text states, what the details imply, and what ambiguities are left to interpret, using background knowledge to justify inferences drawn from the text.
- 12.RC.4.RF:** Demonstrate reading comprehension of age and grade appropriate texts by speaking or writing.

#### Reading Literature

Reading Literary includes skills that are specific to literature.

- 12.RC.5.RL:** Examine how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.
- 12.RC.6.RL:** Analyze how syntax contributes to the overall meaning and style of a text.
- 12.RC.7.RL:** Examine a text in which understanding the purpose, point of view (POV), and/or perspective requires the reader to distinguish between what the author states and what is implied through irony, sarcasm, understatement, and satire, including how this contributes to a character’s point of view and/or perspective.
- 12.RC.8.RL:** Evaluate how various portrayals of a story, drama, or poem represent and/or interpret the original source material from which they were derived.
- 12.RC.9.RL:** Analyze how two or more influential literary works from the same world era addresses similar themes.
- 12.RC.10.RL:** Identify themes in works of British literature (1450-present), including the ways British writers incorporate ancient and religious stories into their writings.
- 12.RC.11.RL:** Identify themes in works of British literature, marking the dominate traits from Medieval, Renaissance, Neoclassical, Romantic, Victorian, Modern, and Post-Modern periods.

#### Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 12.RC.12.RI:** Evaluate how an author develops and connects a complex set of central ideas and key details, including how the central ideas and key details evolve, interact, and contribute to the overall meaning of the text.
- 12.RC.13.RI:** Analyze the syntax of a text, including the extent to which it impacts the clarity, credibility, and appeal of the information presented.
- 12.RC.14.RI:** Evaluate how content, style, and/or use of rhetorical devices contribute to the purpose, point of view, perspective, and overall effectiveness of a text.
- 12.RC.15.RI:** Evaluate information presented in a variety of formats and from multiple sources, integrating the information that best answers a question or solves a problem.

- 12.RC.16.RI:** Evaluate the premise, reasoning, and validity of an argument in texts such as works of public advocacy and seminal documents from outside the U.S.
- 12.RC.17.RI:** Analyze documents of historical significance, including documents from outside the U.S. when appropriate, for their literary and rhetorical features.
- 12.RC.18.RI:** Identify central ideas in works of literary nonfiction from world literary history, including works written after 1450.
- 

## Writing

### Style

Writing style includes different types of writing for different purposes.

- 12.W.1.S:** Compose an argument about a complex topic:
- Develop defensible and significant claims,
  - Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias,
  - Maintain a cohesive argumentative structure throughout, and
  - Provide relevant commentary to connect claims to the reasons and evidence.
- 12.W.2.S:** Write to inform about a complex topic:
- Develop a topic addressing the most significant and relevant evidence,
  - Organize ideas, concepts, and information, using major sections and subtopics,
  - Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate, and
  - Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.
- 12.W.3.S:** Write to express real or imagined experiences and/or events:
- Develop the topic, context, narrative elements, and one or more points of view and/or perspectives,
  - Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters,
  - Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences, and
  - Use narrative techniques effectively.

### Production

Writing production includes volume and clarity of writing and the writing process.

- 12.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 12.W.5.P:** Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose.
- 12.W.6.P:** Use a variety of sentence types effectively.
- 12.W.7.P:** Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence about a topic.
- 12.W.8.P:** Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
- 12.W.9.P:** Write with stamina over extended periods of time.
- 12.W.10.P:** Engage in the writing process, addressing what is most significant for a specific purpose and audience.

## Grade 12 English Language Arts Standards

**12.W.11.P:** Include headings, graphics, and various multimedia to support ideas and information.

**12.W.12.P:** Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

### Research

Research includes identifying a topic, gathering information, and assessing sources.

**12.W.13.R:** Conduct short and sustained research projects synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.

**12.W.14.R:** Assess the credibility and accuracy of sources, using scholarly databases when appropriate.

**12.W.15.R:** Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors.

**12.W.16.R:** Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography.

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### Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

**12.V.1:** Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

**12.V.2:** Recognize the major historical influences in the evolution of the English language (i.e., linguistics), including Old English, Middle English, and Modern English.

**12.V.3:** Decode and encode multisyllabic words using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes, using connectives as needed.

**12.V.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

- Use common Greek or Latin affixes and roots (i.e., morphology),
- Trace the origins of words (i.e., etymology),
- Use context,
- Consult reference materials to clarify pronunciation and/or parts of speech or resolve issues of complex or contested usage, and/or
- Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

**12.V.5:** Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.

**12.V.6:** Examine how word choice impacts the overall meaning, style, tone, or literary merit of a text, including how words affect a reader and/or audience.

**12.V.7:** Analyze the role of figurative language in context, including hyperbole and paradox.

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### Collaborative Communication

#### Speaking and Listening Comprehension

Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.



- 12.CC.1.SLC:** Initiate and express ideas in a collaborative setting, using effective discussion strategies.
- 12.CC.2.SLC:** Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
- 12.CC.3.SLC:** Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
- 12.CC.4.SLC:** Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.
- 12.CC.5.SLC:** Integrate non-textual information from multiple and diverse multimedia, evaluating the credibility and accuracy of sources.
- 12.CC.6.SLC:** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the effectiveness.

## Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

- 12.CC.7.P:** Present claims, findings, and supporting evidence concisely, logically, and appropriately according to purpose, audience, and task.
- 12.CC.8.P:** Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details, addressing opposing perspectives as appropriate.
- 12.CC.9.P:** Include relevant multimedia to enhance understanding of findings, reasoning, and evidence.
- 12.CC.10.P:** Adapt speech to a variety of audiences, contexts, and tasks by using appropriate body language, tone, style, and pacing.
- 12.CC.11.P:** Demonstrate command of standard English when indicated or appropriate.
- 12.CC.12.P:** Recite a passage from a well-known poem, play, or speech.

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## Language

### Structure

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

- 12.L.1.S:** Ensure pronouns have a clear antecedent and are appropriate in number and person
- 12.L.2.S:** Use the full range of verbs effectively.
- 12.L.3.S:** Correct misplaced and dangling modifiers.
- 12.L.4.S:** Vary syntax for effect, consulting references for guidance as needed.
- 12.L.5.S:** Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.
- 12.L.6.S:** Use parallel structure.

### Conventions

Conventions involve the correct use of mechanics in writing.

- 12.L.7.C:** Use a hyphen correctly.
- 12.L.8.C:** Introduce a list, quotation, or clarification using a colon.
- 12.L.9.C:** Link two or more closely related independent clauses, using a semicolon and conjunctive adverb when applicable.

**12.L.10.C:** Separate elements in a sentence using commas, ellipsis, dashes, and semicolons.

**12.L.11.C:** Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

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