

**RL.1: LEARNING OUTCOME FOR READING LITERATURE**

**Read and comprehend a variety of literature independently and proficiently.**

| GRADE 6   | GRADE 7   | GRADE 8   | GRADE 9-10  | GRADE 11-12   |
|---|---|---|---|---|
| <p><b>6.RL.1.a.1:</b> Read a variety of grade level appropriate literature.</p> <p><b>6.RL.1.a.2:</b> Comprehend a variety of grade level appropriate literature.</p> | <p><b>7.RL.1.a.1:</b> Read a variety of grade level appropriate literature.</p> <p><b>7.RL.1.a.2:</b> Comprehend a variety of grade level appropriate literature.</p> | <p><b>8.RL.1.a.1:</b> Read a variety of grade level appropriate literature.</p> <p><b>8.RL.1.a.2:</b> Comprehend a variety of grade level appropriate literature.</p> | <p><b>9-10.RL.1.a.1:</b> Read a variety of grade level appropriate literature.</p> <p><b>9-10.RL.1.a.2:</b> Comprehend a variety of grade level appropriate literature.</p> | <p><b>11-12.RL.1.a.1:</b> Read a variety of grade level appropriate literature.</p> <p><b>11-12.RL.1.a.2:</b> Read a variety of grade level appropriate literature.</p> |

**RL.2: KEY IDEAS AND TEXTUAL SUPPORT**

**Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas.**

| GRADE 6  | GRADE 7  | GRADE 8   | GRADE 9-10  | GRADE 11-12  |
|--|--|---|---|--|
| <p><b>6.RL.2.1.a.1:</b> Use specific details in a text to explain what a text says explicitly.</p> <p><b>6.RL.2.1.a.2:</b> Use specific details from the text to support inferences.</p>                         | <p><b>7.RL.2.1.a.1:</b> Refer to details and examples in a text when explaining what the text says explicitly.</p> <p><b>7.RL.2.1.a.2:</b> Refer to details and examples in a text when making inferences.</p> | <p><b>8.RL.2.1.a.1:</b> Cite textual evidence when explaining what a text says explicitly.</p> <p><b>8.RL.2.1.a.2:</b> Refer to details and examples in the text when making inferences.</p> <p><b>8.RL.2.1.a.3:</b> Determine which piece(s) of evidence most strongly support analysis of a work of literature.</p> | <p><b>9-10.RL.2.1.a.1:</b> Cite strong and thorough textual evidence to support analysis of what a text says explicitly.</p> <p><b>9-10.RL.2.1.a.2:</b> Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.</p>  | <p><b>11-12.RL.2.1.a.1:</b> Cite strong and thorough textual evidence to support analysis of what a text says explicitly.</p> <p><b>11-12.RL.2.1.a.2:</b> Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.</p> |
| <p><b>6.RL.2.2.a.1:</b> Determine how a theme or central idea of a work of literature is conveyed through particular details.</p> <p><b>6.RL.2.2.a.2:</b> Provide a detailed, objective summary of the text.</p> | <p><b>7.RL.2.2.a.1:</b> Analyze the development of the theme or central idea over the course of the text.</p> <p><b>7.RL.2.2.a.2:</b> Provide a detailed summary of a text.</p>                                | <p><b>8.RL.2.2.a.1:</b> Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.</p> <p><b>8.RL.2.2.a.2:</b> Provide a detailed summary of a text.</p>  | <p><b>9-10.RL.2.2.a.1:</b> Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.</p> <p><b>9-10.RL.2.2.a.2:</b> Analyze how themes and central ideas emerge and are shaped and refined by specific details.</p> | <p><b>11-12.RL.2.2.a.1:</b> Compare and contrast the development of similar themes or central ideas across two or more works of literature.</p> <p><b>11-12.RL.2.2.a.2:</b> Analyze how themes and central ideas emerge and are shaped and refined by specific details.</p>        |

| GRADE 6   | GRADE 7   | GRADE 8   | GRADE 9-10   | GRADE 11-12  |
|---|---|---|--|--|
| <p><b>6.RL.2.3.a.1:</b> Explain how a plot unfolds in a series of episodes.</p> <p><b>6.RL.2.3.a.2:</b> Explain how the characters respond or change as the narrative advances and moves toward a resolution.</p> | <p><b>7.RL.2.3.a.1:</b> Analyze how particular elements of a work of literature interact (e.g., how setting shapes the characters or plot).</p> | <p><b>8.RL.2.3.a.1:</b> Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character or provoke a decision.</p> | <p><b>9-10.RL.2.3.a.1:</b> Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text and interact with other characters.</p> <p><b>9-10.RL.2.3.a.2:</b> Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) advance the plot or develop the theme.</p> | <p><b>11-12.RL.2.3.a.1:</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., <i>where a story is set, how the action is ordered, how the characters are introduced and developed</i>).</p> |

**RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION**

**Build comprehension and appreciation of literature, using knowledge of literary structure and point of view.**

| GRADE 6   | GRADE 7   | GRADE 8  | GRADE 9-10   | GRADE 11-12   |
|---|---|--|--|---|
| <p><b>6.RL.3.1.a.1:</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature.</p> <p><b>6.RL.3.1.a.2:</b> Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, characterization, setting, or plot.</p> | <p><b>7.RL.3.1.a.1:</b> Examine how the structure of a work of literature adds to its meaning.</p>  | <p><b>8.RL.3.1.a.1:</b> Compare and contrast the structure of two or more related works of literature.</p> <p><b>8.RL.3.1.a.2:</b> Analyze and evaluate how the differing structure of each text contributes to its meaning and style.</p> | <p><b>9-10.RL.3.1.a.1:</b> Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> | <p><b>11-12.RL.3.1.a.1:</b> Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>                                     |
| <p><b>6.RL.3.2.a.1:</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>6.RL.3.2.a.2:</b> Explain how the narrator or speaker impacts the mood, tone, and meaning of a text.</p>   | <p><b>7.RL.3.2.a.1:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.</p> | <p><b>8.RL.3.2.a.1:</b> Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.</p>  | <p><b>9-10.RL.3.2.a.1:</b> Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).</p>  | <p><b>11-12.RL.3.2.a.1:</b> Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>11-12.RL.3.2.a.2:</b> Understand point of view based on what is directly stated and what is intended.</p> |

**RL.4: SYNTHESIS AND CONNECTION OF IDEAS**

**Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning.**

| GRADE 6  | GRADE 7   | GRADE 8   | GRADE 9-10   | GRADE 11-12  |
|--|---|---|--|--|
|  | <b>7.RL.4.1.a.1:</b> Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.   |   | <b>9-10.RL.4.1.a.1:</b> Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.  | <b>11-12.RL.4.1.a.1:</b> Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.<br><br><b>11-12.RL.4.1.a.2:</b> Analyze multiple interpretations of a story, play, or poem, evaluating how interpretations impact the audience.   |
| <b>6.RL.4.2.a.1:</b> Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | <b>7.RL.4.2.a.1:</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | <b>8.RL.4.2.a.1:</b> Analyze how works of literature draw on and transform earlier texts. | <b>9-10.RL.4.2.a.1:</b> Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new. | <b>11-12.RL.4.2.a.1:</b> Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics. |

**RN.1: LEARNING OUTCOME FOR READING NONFICTION**

**Read and comprehend a variety of nonfiction independently and proficiently.**

| GRADE 6  | GRADE 7  | GRADE 8  | GRADE 9-10  | GRADE 11-12 |
|--|--|--|---|-------------|
| <b>6.RN.1.a.1:</b> Read a variety of nonfiction texts. | <b>7.RN.1.a.1:</b> Read a variety of nonfiction texts. | <b>8.RN.1.a.1:</b> Read a variety of nonfiction texts. | <b>9-10.RN.1.a.1:</b> Read a variety of nonfiction texts. |             |

**RN.2: KEY IDEAS AND TEXTUAL SUPPORT**

**Extract and construct meaning from nonfiction texts using a range of comprehension skills.**

| GRADE 6   | GRADE 7   | GRADE 8   | GRADE 9-10  | GRADE 11-12 |
|---|---|---|---|-------------|
| <b>6.RN.2.1.a.1:</b> Use specific details in a text to explain what a text says explicitly.<br><br><b>6.RN.2.1.a.2:</b> Use specific details from the text to support inferences. | <b>7.RN.2.1.a.1:</b> Refer to details and examples in a text when explaining what the text says explicitly.<br><br><b>7.RN.2.1.a.2:</b> Refer to details and examples in a text when making inferences. | <b>8.RN.2.1.a.1:</b> Refer to details and examples in a text when explaining what the text says explicitly.<br><br><b>8.RN.2.1.a.2:</b> Refer to details and examples in a text when making inferences. | <b>9-10.RN.2.1.a.1:</b> Cite strong and thorough textual evidence to support analysis of what a text says explicitly.<br><br><b>9-10.RN.2.1.a.2:</b> Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text. |             |

| GRADE 6   | GRADE 7  | GRADE 8  | GRADE 9-10  | GRADE 11-12 |
|---|--|--|---|-------------|
| <p><b>6.RN.2.2.a.1:</b> Determine how a central idea of a text is conveyed through particular details.</p> <p><b>6.RN.2.2.a.2:</b> Provide a summary of the text distinct from personal opinions or judgements.</p>   | <p><b>7.RN.2.2.a.1:</b> Analyze the development of two or more central ideas over the course of the text.</p> <p><b>7.RN.2.2.a.2:</b> Provide a detailed, objective summary of a text.</p>             | <p><b>8.RN.2.2.a.1:</b> Analyze the development of the central ideas over the course of the text, including its relationship to supporting ideas.</p> <p><b>8.RN.2.2.a.2:</b> Provide a detailed, objective summary of the text.</p> | <p><b>9-10.RN.2.2.a.1:</b> Analyze in detail the development of two or more central ideas over the course of a text.</p> <p><b>9-10.RN.2.2.a.2:</b> Analyze how central ideas interact and build on one another to provide a complex analysis.</p>  |             |
| <p><b>6.RN.2.3.a.1:</b> Analyze in detail how a key <i>individual</i> is introduced, illustrated and elaborated in a text.</p> <p><b>6.RN.2.3.a.2:</b> Analyze in detail how a key <i>event</i> is introduced, illustrated and elaborated in a text.</p> <p><b>6.RN.2.3.a.3:</b> Analyze in detail how a key <i>idea</i> is introduced, illustrated and elaborated in a text.</p> | <p><b>7.RN.2.3.a.1:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> | <p><b>8.RN.2.3.a.1:</b> Analyze how a text makes connections and distinctions among individuals, events, and ideas.</p>  | <p><b>9-10.RN.2.3.a.1:</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, and how they are introduced and developed.</p> <p><b>9-10.RN.2.3.a.2:</b> Analyze connections that are drawn between a series of ideas or events.</p> |             |

**RN.3: STRUCTURAL ELEMENTS AND ORGANIZATION**

**Build understanding of nonfiction text, using knowledge of structural organization and author’s purpose and message.**

| GRADE 6   | GRADE 7  | GRADE 8   | GRADE 9-10   | GRADE 11-12 |
|---|--|---|--|-------------|
| <p><b>6.RN.3.2.a.1:</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.</p> <p><b>6.RN.3.2.a.2:</b> Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas.</p> | <p><b>7.RN.3.2.a.1:</b> Analyze the structure an author uses to organize a text.</p> <p><b>7.RN.3.2.a.2:</b> Analyze how the structure contributes to the whole and to the development of the ideas.</p> | <p><b>8.RN.3.2.a.1:</b> Analyze in detail the structure of a specific paragraph in a text.</p> <p><b>8.RN.3.2.a.2:</b> Analyze the role of particular sentences in developing and refining a key concept.</p> | <p><b>9-10.RN.3.2.a.1:</b> Analyze in detail how an author’s ideas are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p><b>9-10.RN.3.2.a.2:</b> Analyze in detail how an author’s claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> |             |
| <p><b>6.RN.3.3.a.1:</b> Determine an author’s perspective or purpose.</p> <p><b>6.RN.3.3.a.2:</b> Explain how author’s perspective is conveyed.</p>   | <p><b>7.RN.3.3.a.1:</b> Determine an author’s perspective or purpose in a text.</p> <p><b>7.RN.3.3.a.2:</b> Analyze how the author distinguishes his or her position from the positions of others.</p>   | <p><b>8.RN.3.3.a.1:</b> Determine an author’s perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>                                | <p><b>9-10.RN.3.3.a.1:</b> Determine an author’s perspective or purpose in a text.</p> <p><b>9-10.RN.3.3.a.2:</b> Analyze how an author uses rhetoric to advance that perspective or purpose.</p>  |             |

**RN.4: SYNTHESIS AND CONNECTION OF IDEAS**

**Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas.**

| GRADE 6   | GRADE 7  | GRADE 8  | GRADE 9-10   | GRADE 11-12   |
|---|--|--|--|---|
| <p><b>6.RN.4.1.a.1:</b> Trace the argument and specific claims in a text.</p> <p><b>6.RN.4.1.a.2:</b> Evaluate the claim or argument; determine if it is supported by evidence.</p> | <p><b>7.RN.4.1.a.1:</b> Trace the argument and specific claims in a text.</p> <p><b>7.RN.4.1.a.2:</b> Evaluate the claim or argument to determine if they are relevant and supported by evidence.</p> <p><b>7.RN.4.1.a.3:</b> Distinguish claims or arguments from those that are supported by evidence from those that are not.</p> | <p><b>8.RN.4.1.a.1:</b> Evaluate the claim or argument to determine if it is supported by evidence.</p> <p><b>8.RN.4.1.a.2:</b> Assess whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> | <p><b>9-10.RN.4.1.a.1:</b> Delineate and evaluate the argument and specific claims in a text.</p> <p><b>9-10.RN.4.1.a.2:</b> Assess whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p><b>9-10.RN.4.1.a.3:</b> Identify false statements and fallacious reasoning.</p> | <p><b>11-12.RN.4.1.a.1:</b> Delineate and evaluate the argument and specific claims in a text.</p> <p><b>11-12.RN.4.1.a.2:</b> Assess whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p><b>11-12.RN.4.1.a.3:</b> Identify false statements and fallacious reasoning.</p>   |
| <p><b>6.RN.4.2.a.1:</b> Integrate information from various sources to demonstrate understanding of a topic or issue.</p>  | <p><b>7.RN.4.2.a.1:</b> Compare and contrast a print or digital text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>   |  | <p><b>9-10.RN.4.2.a.1:</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>   | <p><b>11-12.RN.4.2.a.1:</b> Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</p>  |
| <p><b>6.RN.4.3.a.1:</b> Compare and contrast one author's presentation of events with that of another.</p>  | <p><b>7.RN.4.3.a.1:</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>   | <p><b>8.RN.4.3.a.1:</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>  |  | <p><b>11-12.RN.4.3.a.1:</b> Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes.</p> <p><b>11-12.RN.4.3.a.2:</b> Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their purposes.</p> <p><b>11-12.RN.4.3.a.3:</b> Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their rhetorical features.</p> |

**RV.1: LEARNING OUTCOME FOR READING VOCABULARY**

**Acquire, refine, and apply vocabulary using various strategies and sources.**

| GRADE 6   | GRADE 7   | GRADE 8   | GRADE 9-10   | GRADE 11-12   |
|---|---|---|--|---|
| <p><b>6.RV.1.a.1:</b> Acquire general academic and content-specific words and phrases accurately.</p> <p><b>6.RV.1.a.2:</b> Use general academic and content-specific words and phrases accurately.</p> | <p><b>7.RV.1.a.1:</b> Acquire general academic and content-specific words and phrases accurately.</p> <p><b>7.RV.1.a.2:</b> Use general academic and content-specific words and phrases accurately.</p> | <p><b>8.RV.1.a.1:</b> Acquire general academic and content-specific words and phrases accurately.</p> <p><b>8.RV.1.a.2:</b> Use general academic and content-specific words and phrases accurately.</p> | <p><b>9-10.RV.1.a.1:</b> Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</p> | <p><b>11-12.RV.1.a.1:</b> Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</p> |

**RV.2: VOCABULARY BUILDING**

**Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships.**

| GRADE 6   | GRADE 7  | GRADE 8   | GRADE 9-10  | GRADE 11-12  |
|---|--|---|---|--|
| <p><b>6.RV.2.1.a.1:</b> Use context to determine the meaning of words or phrases.</p>   | <p><b>7.RV.2.1.a.1:</b> Use context to determine or clarify the meaning of words and phrases.</p>  | <p><b>8.RV.2.1.a.1:</b> Use context to determine or clarify the meaning of words and phrases.</p>   | <p><b>9-10.RV.2.1.a.1:</b> Use context to determine or clarify the meaning of words and phrases.</p>  | <p><b>11-12.RV.2.1.a.1:</b> Use context to determine or clarify the meaning of words and phrases.</p>  |
| <p><b>6.RV.2.2.a.1:</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> | <p><b>7.RV.2.2.a.1:</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>                 |   |   |  |
| <p><b>6.RV.2.3.a.1:</b> Distinguish among the connotations of words with similar denotations.</p>   | <p><b>7.RV.2.3.a.1:</b> Distinguish among the connotations of words with similar denotations.</p>  | <p><b>8.RV.2.3.a.1:</b> Distinguish among the connotations of words with similar denotations.</p>   |   | <p><b>11-12.RV.2.3.a.1:</b> Identify words with similar denotations.</p> <p><b>11-12.RV.2.3.a.2:</b> Analyze nuances in the meaning of words with similar denotations.</p>         |
| <p><b>6.RV.2.4.a.1:</b> Use common, grade-appropriate Greek or Latin roots and affixes and roots as clues to the meaning of a word.</p>                           | <p><b>7.RV.2.4.a.1:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).</p> | <p><b>8.RV.2.4.a.1:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> | <p><b>9-10.RV.2.4.a.1:</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> | <p><b>11-12.RV.2.4.a.1:</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> |

| GRADE 6  | GRADE 7  | GRADE 8  | GRADE 9-10  | GRADE 11-12  |
|--|--|--|---|--|
| <p><b>6.RV.2.5.a.1:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>pronunciation</i> of a word.</p> <p><b>6.RV.2.5.a.2:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>synonym</i> for a word.</p> <p><b>6.RV.2.5.a.3:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>precise meaning</i> of a word.</p> | <p><b>7.RV.2.5.a.1:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>pronunciation</i> of a word.</p> <p><b>7.RV.2.5.a.2:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>synonym</i> for a word.</p> <p><b>7.RV.2.5.a.3:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>precise meaning</i> of a word.</p> | <p><b>8.RV.2.5.a.1:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>pronunciation</i> of a word.</p> <p><b>8.RV.2.5.a.2:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>synonym</i> for a word.</p> <p><b>8.RV.2.5.a.3:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>precise meaning</i> of a word.</p> | <p><b>9-10.RV.2.5.a.1:</b> Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>synonym</i> for a word.</p> <p><b>9-10.RV.2.5.a.2:</b> Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>precise meaning</i> of a word.</p> <p><b>9-10.RV.2.5.a.3:</b> Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>part of speech</i> for a word.</p> | <p><b>11-12.RV.2.5.a.1:</b> Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>synonym</i> for a word.</p> <p><b>11-12.RV.2.5.a.2:</b> Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>precise meaning</i> of a word.</p> <p><b>11-12.RV.2.5.a.3:</b> Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>part of speech</i> for a word.</p> |

**RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS**

**Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings.**

| GRADE 6  | GRADE 7  | GRADE 8  | GRADE 9-10  | GRADE 11-12   |
|--|--|--|---|---|
| <p><b>6.RV.3.1.a.1:</b> Determine the meaning of words and phrases as they are used in a <i>work of literature</i> including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p> <p><b>6.RV.3.1.a.2:</b> Analyze the impact of a specific word choice on meaning and tone.</p> | <p><b>7.RV.3.1.a.1:</b> Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.</p> <p><b>7.RV.3.1.a.2:</b> Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or play.</p> | <p><b>8.RV.3.1.a.1:</b> Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.</p> <p><b>8.RV.3.1.a.2:</b> Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> | <p><b>9-10.RV.3.1.a.1:</b> Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.</p> <p><b>9-10.RV.3.1.a.2:</b> Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.</p> | <p><b>11-12.RV.3.1.a.1:</b> Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings</p> <p><b>11-12.RV.3.1.a.2:</b> Analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> |

| GRADE 6  | GRADE 7  | GRADE 8   | GRADE 9-10   | GRADE 11-12   |
|--|--|---|--|---|
| <p><b>6.RV.3.2.a.1:</b> Determine the meaning of words and phrases as they are used in a <i>nonfiction text</i> including figurative (i.e., metaphors, similes, and idioms) connotative, and technical meanings.</p> | <p><b>7.RV.3.2.a.1:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings.</p> <p><b>7.RV.3.2.a.2:</b> Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.</p> | <p><b>8.RV.3.2.a.1:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p> <p><b>8.RV.3.2.a.2:</b> Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> | <p><b>9-10.RV.3.2.a.1:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.</p> <p><b>9-10.RV.3.2.a.2:</b> Evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> | <p><b>11-12.RV.3.2.a.1:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.</p> <p><b>11-12.RV.3.2.a.2:</b> Evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.</p> |
| <p><b>6.RV.3.3.a.1:</b> Interpret figures of speech (e.g., personification) in context.</p>  | <p><b>7.RV.3.3.a.1:</b> Interpret figures of speech in context.</p>  | <p><b>8.RV.3.3.a.1:</b> Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.</p>   | <p><b>9-10.RV.3.3.a.1:</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context.</p> <p><b>9-10.RV.3.3.a.2:</b> Analyze the role of figures of speech in the text.</p>   | <p><b>11-12.RV.3.3.a.1:</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context.</p> <p><b>11-12.RV.3.3.a.2:</b> Analyze the role of figures of speech in the text.</p>  |

**W.1: LEARNING OUTCOME FOR WRITING**

**Write effectively for a variety of tasks, purposes, and audiences.**

| GRADE 6  | GRADE 7   | GRADE 8  | GRADE 9-10   | GRADE 11-12  |
|--|---|--|--|--|
| <p><b>6.W.1.a.1:</b> Write routinely over a variety of time frames for varying tasks, purposes, and audiences.</p> <p><b>6.W.1.a.2:</b> Apply reading standards to write in response to literature and nonfiction texts.</p> | <p><b>7.W.1.a.1:</b> Write routinely over a variety of time frames for a range of tasks, purposes, and audiences.</p> <p><b>7.W.1.a.2:</b> Apply reading standards to support analysis, reflection and research by drawing evidence from literature and nonfiction texts.</p> | <p><b>8.W.1.a.1:</b> Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.</p> | <p><b>9-10.W.1.a.1:</b> Write routinely over a variety of time frames for a range of tasks, purposes, and audiences.</p> <p><b>9-10.W.1.a.2:</b> Apply reading standards to support analysis, reflection and research by drawing evidence from literature and nonfiction text.</p> | <p><b>11-12.W.1.a.1:</b> Write routinely over a variety of time frames for varying tasks, purposes, and audiences.</p> <p><b>11-12.W.1.a.2:</b> Apply reading standards to write in response to literature and nonfiction texts.</p> |

**W.2: HANDWRITING**

**Demonstrate the ability to write legibly.**

| GRADE 6 | GRADE 7 | GRADE 8 | GRADE 9-10 | GRADE 11-12 |
|---------|---------|---------|------------|-------------|
|         |         |         |            |             |
|         |         |         |            |             |

**W.3: WRITING GENRES**

**Develop and refine writing skills by writing for different purposes and to specific audiences or people.**

| GRADE 6  | GRADE 7  | GRADE 8  | GRADE 9-10  | GRADE 11-12   |
|--|--|--|---|---|
| <p><b>6.W.3.1.a.1:</b> Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect in an argument.</p> <p><b>6.W.3.1.a.2:</b> Use an organizational structure to group related ideas that support the argument.</p> <p><b>6.W.3.1.a.3:</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text in an argument.</p> <p><b>6.W.3.1.a.4:</b> Establish and maintain a consistent style and tone appropriate to purpose and audience in an argument.</p> <p><b>6.W.3.1.a.5:</b> Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons in an argument.</p> <p><b>6.W.3.1.a.6:</b> Provide a concluding statement or paragraph that follows from the argument presented.</p> <p><b>6.W.3.1.a.7:</b> Write arguments in a variety of forms.</p> | <p><b>7.W.3.1.a.1:</b> Provide an introduction that introduces the writer's claims and acknowledges alternate or opposing claims in an argument.</p> <p><b>7.W.3.1.a.2:</b> Introduce claim(s), acknowledge alternate or opposing claims in an argument. Use appropriate organizational structures in an argument.</p> <p><b>7.W.3.1.a.3:</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text in an argument.</p> <p><b>7.W.3.1.a.4:</b> Establish and maintain a consistent style and tone appropriate to purpose and audience.</p> <p><b>7.W.3.1.a.5:</b> Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence in an argument.</p> <p><b>7.W.3.1.a.6:</b> Provide a concluding statement or paragraph that follows from and supports the argument presented.</p> <p><b>7.W.3.1.a.7:</b> Write arguments in a variety of forms.</p> | <p><b>8.W.3.1.a.1:</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>8.W.3.1.a.2:</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>8.W.3.1.a.3:</b> Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>8.W.3.1.a.4:</b> Establish and maintain a consistent style and tone appropriate to purpose and audience.</p> <p><b>8.W.3.1.a.5:</b> Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p> <p><b>8.W.3.1.a.6:</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>8.W.3.1.a.7:</b> Write arguments in a variety of forms.</p> | <p><b>9-10.W.3.1.a.1:</b> Introduce precise claims and distinguish them from counter claims in argumentative writing.</p> <p><b>9-10.W.3.1.a.2:</b> Develop claims and counterclaims giving evidence for each including strengths and limitations in argumentative writing.</p> <p><b>9-10.W.3.1.a.3:</b> Use effective transitions to link the major sections of the text between claims and counterclaims.</p> <p><b>9-10.W.3.1.a.4:</b> Establish and maintain a consistent style and tone appropriate to purpose and audience.</p> <p><b>9-10.W.3.1.a.5:</b> Provide a concluding statement or paragraph that follows from and supports the argument presented.</p> | <p><b>11-12.W.3.1.a.1:</b> Introduce precise claims and distinguish them from counter claims in an argument.</p> <p><b>11-12.W.3.1.a.2:</b> Develop claims and counter claims giving evidence for each, including strengths and limitations in an argument.</p> <p><b>11-12.W.3.1.a.3:</b> Use effective transitions to link the major sections between claim(s) and counterclaims in an argument.</p> <p><b>11-12.W.3.1.a.4:</b> Establish and maintain a consistent style and tone appropriate to purpose and audience in an argument.</p> <p><b>11-12.W.3.1.a.5:</b> Provide a concluding statement or paragraph that follows from and supports the argument presented in an argument.</p> |

| GRADE 6   | GRADE 7  | GRADE 8  | GRADE 9-10   | GRADE 11-12   |
|---|--|--|--|---|
| <p><b>6.W.3.2.a.1:</b> Introduce a topic in an informative composition.</p> <p><b>6.W.3.2.a.2:</b> Organize ideas, concepts, and information, using strategies such as definition and classification in an informative composition.</p> <p><b>6.W.3.2.a.3:</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts in an informative composition.</p> <p><b>6.W.3.2.a.4:</b> Use appropriate transitions to clarify the relationships among ideas and concepts in an informative composition.</p> <p><b>6.W.3.2.a.5:</b> Establish and maintain a style appropriate to purpose and audience in an informative composition.</p> <p><b>6.W.3.2.a.6:</b> Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in an informative composition.</p> <p><b>6.W.3.2.a.7:</b> Include text features and multimedia when useful to aid comprehension in an informative composition.</p> <p><b>6.W.3.2.a.8:</b> Provide a concluding statement or paragraph that follows from the information or explanation presented in an informative composition.</p> <p><b>6.W.3.2.a.9:</b> Write informative compositions on a variety of topics.</p> | <p><b>7.W.3.2.a.1:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension in informative compositions</p> <p><b>7.W.3.2.a.2:</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts in informative compositions.</p> <p><b>7.W.3.2.a.3:</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts in informative compositions.</p> <p><b>7.W.3.2.a.4:</b> Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in informative compositions.</p> <p><b>7.W.3.2.a.5:</b> Establish and maintain a style appropriate to purpose and audience in informative compositions.</p> <p><b>7.W.3.2.a.6:</b> Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.</p> <p><b>7.W.3.2.a.7:</b> Write informative compositions on a variety of topics.</p> | <p><b>8.W.3.2.a.1:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>8.W.3.2.a.2:</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</p> <p><b>8.W.3.2.a.3:</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>8.W.3.2.a.4:</b> Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p><b>8.W.3.2.a.5:</b> Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p> <p><b>8.W.3.2.a.6:</b> Establish and maintain a consistent style and tone appropriate to purpose and audience.</p> <p><b>8.W.3.2.a.7:</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>8.W.3.2.a.8:</b> Write informative compositions in a variety of forms.</p> | <p><b>9-10.W.3.2.a.1:</b> Introduce a topic in informative compositions.</p> <p><b>9-10.W.3.2.a.2:</b> Organize complex ideas, concepts and information to make important connections and distinctions in informative compositions (e.g. including formatting, graphics and multimedia to aid comprehension in informative compositions).</p> <p><b>9-10.W.3.2.a.3:</b> Develop the topic with relevant facts, definitions, concrete details, quotations and other information and examples appropriate to the audience’s knowledge of the topic in informative compositions.</p> <p><b>9-10.W.3.2.a.4:</b> Use appropriate and varied transitions to link the major sections of the text among complex ideas and concepts in informative compositions.</p> <p><b>9-10.W.3.2.a.5:</b> Choose language and content-specific vocabulary to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy in informative compositions.</p> <p><b>9-10.W.3.2.a.6:</b> Maintain a consistent style appropriate to the purpose and audience in informative compositions.</p> <p><b>9-10.W.3.2.a.7:</b> Provide a concluding statement or paragraph that follows from and support the information or explanation presented in informative compositions.</p> <p><b>9-10.W.3.2.a.8:</b> Write informative compositions on a variety of topics.</p> | <p><b>11-12.W.3.2.a.1:</b> Introduce a topic in an informative composition.</p> <p><b>11-12.W.3.2.a.2:</b> Organize ideas, concepts, and information into broader categories (including formatting (e.g. headings), graphics (e.g., charts, tables), and multimedia) to aid comprehension in an informative composition.</p> <p><b>11-12.W.3.2.a.3:</b> Develop the topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic in an informative composition.</p> <p><b>11-12.W.3.2.a.4:</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts in an informative composition.</p> <p><b>11-12.W.3.2.a.5:</b> Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy in an informative composition.</p> <p><b>11-12.W.3.2.a.6:</b> Establish and maintain a style appropriate to the purpose and audience in an informative composition.</p> <p><b>11-12.W.3.2.a.7:</b> Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in an informative composition.</p> <p><b>11-12.W.3.2.a.8:</b> Write informative compositions on a variety of topics.</p> |

| GRADE 6  | GRADE 7   | GRADE 8  | GRADE 9-10  | GRADE 11-12  |
|--|---|--|---|--|
| <p><b>6.W.3.3.a.1:</b> Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters) in a narrative composition.</p> <p><b>6.W.3.3.a.2:</b> Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events from one timeframe to another in a narrative composition.</p> <p><b>6.W.3.3.a.3:</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in a narrative composition.</p> <p><b>6.W.3.3.a.4:</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in a narrative composition.</p> <p><b>6.W.3.3.a.5:</b> Provide an ending that follows from the narrated experiences or events in a narrative composition.</p> <p><b>6.W.3.3.a.6:</b> Write narrative compositions in a variety of forms.</p> | <p><b>7.W.3.3.a.1:</b> Engage and orient the reader by establishing a context and point of view and introducing the narrator and/or characters in narrative compositions.</p> <p><b>7.W.3.3.a.2:</b> Develop an event sequence (e.g. conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions from one time from or setting to another in a narrative composition.</p> <p><b>7.W.3.3.a.3:</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in narrative compositions.</p> <p><b>7.W.3.3.a.4:</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in narrative compositions.</p> <p><b>7.W.3.3.a.5:</b> Provide an ending that follows from and reflects on the narrated experiences or events in narrative compositions.</p> <p><b>7.W.3.3.a.6:</b> Write narrative compositions in a variety of forms.</p> | <p><b>8.W.3.3.a.1:</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p><b>8.W.3.3.a.2:</b> Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</p> <p><b>8.W.3.3.a.3:</b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p><b>8.W.3.3.a.4:</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>8.W.3.3.a.5:</b> Provide an ending that follows from and reflects on the narrated experiences or events.</p> <p><b>8.W.3.3.a.6:</b> Write narrative compositions in a variety of forms.</p> | <p><b>9-10.W.3.3.a.1:</b> Engage and orient the reader by setting out a problem, situation or observation in narrative compositions.</p> <p><b>9-10.W.3.3.a.2:</b> Establish one or more multiple points of view and introducing a narrator and/or characters in narrative compositions.</p> <p><b>9-10.W.3.3.a.3:</b> Create a smooth progression of experiences or events in narrative compositions.</p> <p><b>9-10.W.3.3.a.4:</b> Use narrative techniques, to develop experiences, events and/or characters in narrative compositions.</p> <p><b>9-10.W.3.3.a.5:</b> Sequence events so they build on one another to create a coherent whole in narrative compositions.</p> <p><b>9-10.W.3.3.a.6:</b> Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters in narrative compositions.</p> <p><b>9-10.W.3.3.a.7:</b> Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>9-10.W.3.3.a.8:</b> Write narrative compositions in a variety of forms.</p> | <p><b>11-12.W.3.3.a.1:</b> Engage and orient the reader by setting out a problem, situation, or observation and its significance in a narrative composition.</p> <p><b>11-12.W.3.3.a.2:</b> Establish one or multiple point(s) of view and introducing a narrator and/or characters in a narrative composition.</p> <p><b>11-12.W.3.3.a.3:</b> Create a smooth progression of experiences or events in a narrative composition.</p> <p><b>11-12.W.3.3.a.4:</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters in a narrative composition.</p> <p><b>11-12.W.3.3.a.5:</b> Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome in a narrative composition.</p> <p><b>11-12.W.3.3.a.6:</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters in a narrative composition.</p> <p><b>11-12.W.3.3.a.7:</b> Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative in a narrative composition.</p> <p><b>11-12.W.3.3.a.8:</b> Write narrative compositions in a variety of forms.</p> |

**W.4: THE WRITING PROCESS**

**Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.**

| GRADE 6   | GRADE 7  | GRADE 8  | GRADE 9-10  | GRADE 11-12  |
|---|--|--|---|--|
| <p><b>6.W.4.a.1:</b> Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</p> <p><b>6.W.4.a.2:</b> Strengthen writing by revising, editing, rewriting, or trying a new approach.</p> <p><b>6.W.4.a.3:</b> Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</p> | <p><b>7.W.4.a.1:</b> Develop a plan for writing.</p> <p><b>7.W.4.a.2:</b> Strengthen writing by revising, editing, rewriting or trying a new approach.</p> <p><b>7.W.4.a.3:</b> Use technology to interact and collaborate with others to produce and publish writing.</p> | <p><b>8.W.4.a.1:</b> Edit and revise work.</p> <p><b>8.W.4.a.2:</b> With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</p> <p><b>8.W.4.a.3:</b> Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).</p> | <p><b>9-10.W.4.a.1:</b> Plan, draft, develop, revise, and rewrite to focus on the most significant information for a specific purpose and audience.</p> <p><b>9-10.W.4.a.2:</b> Edit to produce and strengthen writing that is clear and coherent.</p> <p><b>9-10.W.4.a.3:</b> Use technology to generate, produce, publish and update individual or shared writing products.</p> | <p><b>11-12.W.4.a.1:</b> Plan, develop, draft, revise, and rewrite to focus on the most significant information for a specific purpose and audience. CC2 Edit to produce and strengthen writing that is clear and coherent.</p> <p><b>11-12.W.4.a.2:</b> Use technology to generate, produce, publish, and update individual or shared writing products.</p> |

**W.5: THE RESEARCH PROCESS**

**Build knowledge about the research process and the topic under study by conducting research.**

| GRADE 6   | GRADE 7  | GRADE 8  | GRADE 9-10  | GRADE 11-12   |
|---|--|--|---|---|
| <p><b>6.W.5.a.1:</b> Formulate a research question.</p> <p><b>6.W.5.a.2:</b> Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> <p><b>6.W.5.a.3:</b> Follow a standard format for citation.</p> <p><b>6.W.5.a.4:</b> Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p> <p><b>6.W.5.a.5:</b> Assess the credibility of each source.</p> <p><b>6.W.5.a.6:</b> Complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> | <p><b>7.W.5.a.1:</b> Formulate a research question.</p> <p><b>7.W.5.a.2:</b> Gather relevant information from multiple sources.</p> <p><b>7.W.5.a.3:</b> Assess the credibility and accuracy of each source.</p> <p><b>7.W.5.a.4:</b> Quote or paraphrase the date and conclusions of other in writing while avoiding plagiarism.</p> <p><b>7.W.5.a.5:</b> Follow a standard format for a citation.</p> <p><b>7.W.5.a.6:</b> Present information, choosing from a variety of formats.</p> <p><b>7.W.5.a.7:</b> Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> | <p><b>8.W.5.a.1:</b> Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> <p><b>8.W.5.a.2:</b> Formulate a research question, and gather relevant information from multiple using search terms effectively, and annotate sources.</p> <p><b>8.W.5.a.3:</b> Assess the credibility and accuracy of each source.</p> <p><b>8.W.5.a.4:</b> Quote or paraphrase the information and conclusions of others.</p> <p><b>8.W.5.a.5:</b> Avoid plagiarism and follow a standard format for citation.</p> <p><b>8.W.5.a.6:</b> Present information, choosing from a variety of formats.</p> | <p><b>9-10.W.5.a.1:</b> Formulate an inquiry question, and refine and narrow the focus as research evolves.</p> <p><b>9-10.W.5.a.2:</b> Gather and annotate relevant information from multiple authoritative sources.</p> <p><b>9-10.W.5.a.3:</b> Assess the usefulness of each source in answering the research question.</p> <p><b>9-10.W.5.a.4:</b> Synthesize and integrate information into the text to maintain the flow of ideas.</p> <p><b>9-10.W.5.a.5:</b> Avoid plagiarism on any one source and follow a standard format (e.g. MLA, APA) for citation.</p> <p><b>9-10.W.5.a.6:</b> Present information choosing from a variety formats.</p> | <p><b>11-12.W.5.a.1:</b> Formulate an inquiry question, and refine and narrow the focus as research evolves.</p> <p><b>11-12.W.5.a.2:</b> Gather and annotate relevant information from multiple types of authoritative sources.</p> <p><b>11-12.W.5.a.3:</b> Assess the strengths and limitations of each source in terms of the tasks, purpose, and audience.</p> <p><b>11-12.W.5.a.4:</b> Synthesize and integrate information into the text to maintain the flow of ideas.</p> <p><b>11-12.W.5.a.5:</b> Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.</p> <p><b>11-12.W.5.a.6:</b> Present information, choosing from a variety of formats.</p> |

**W.6: CONVENTIONS OF STANDARD ENGLISH**  
**Demonstrate command of the conventions of standard English.**

| GRADE 6  | GRADE 7   | GRADE 8   | GRADE 9-10  | GRADE 11-12 |
|--|---|---|---|-------------|
| <b>6.W.6.1.a.1:</b> Effectively use English grammar.   | <b>7.W.6.1.a.1:</b> Effectively use English grammar.  | <b>8.W.6.1.a.1:</b> Demonstrate command of English grammar and usage, focusing on:  | <b>9-10.W.6.1.a.1:</b> Effectively use English grammar.   |             |
| <b>6.W.6.1a.a.1:</b> Accurately use a variety of pronouns, including subject, object, possessive, and reflexive.<br><br><b>6.W.6.1a.a.2:</b> Recognize and correct vague pronouns. |   |   |   |             |
|  | <b>7.W.6.1b.a.1:</b> Recognize and correct problems with subject/verb agreement.  | <b>8.W.6.1b.a.1:</b> Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.<br><br><b>8.W.6.1b.a.2:</b> Use active and passive verbs in writing.<br><br><b>8.W.6.1b.a.3:</b> Recognize and correct inappropriate shifts in verb voice. | <b>9-10.W.6.1b.a.1:</b> Form and use verbs indicative, imperative, interrogative, conditional, and subjunctive moods.   |             |
|  | <b>7.W.6.1d.a.1:</b> Recognize and correct misplaced and dangling modifiers.  |   |   |             |
| <b>6.W.6.1e.a.1:</b> Write simple, compound, complex, and compound-complex sentences.<br><br><b>6.W.6.1e.a.2:</b> Recognize sentence fragments and run-ons.                        | <b>7.W.6.1e.a.1:</b> Use simple, compound, complex, and compound-complex sentences within writing when appropriate.<br><br><b>7.W.6.1e.a.2:</b> Recognize and correct sentence fragments and run-ons.<br><br><b>7.W.6.1e.a.3:</b> Vary sentence patterns for meaning, reading interest and style. |   | <b>9-10.W.6.1e.a.1:</b> Identify and use parallelism in writing to present items in a series.                           |             |
| <b>6.W.6.2.a.1:</b> Effectively use capitalization, punctuation, and spelling.   |   | <b>8.W.6.2.a.1:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:   | <b>9-10.W.6.2.a.1:</b> Effectively use the conventions of standard English (capitalization, punctuation, and spelling). |             |
|  |   |   |   |             |

| GRADE 6   | GRADE 7  | GRADE 8   | GRADE 9-10   | GRADE 11-12 |
|---|--|---|--|-------------|
| <p><b>6.W.6.2b.a.1:</b> Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.</p> <p><b>6.W.6.2b.a.2:</b> Use semicolons to connect main clauses and colons to introduce a list or quotation.</p> | <p><b>7.W.6.2b.a.1:</b> Use commas with subordinate clauses.</p> | <p><b>8.W.6.2b.a.1:</b> Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.</p> | <p><b>9-10.W.6.2b.a.1:</b> Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</p> |             |
|   |  |   |  |             |

**SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING**

**Refine and apply effective communication skills through speaking and active listening.**

| GRADE 6  | GRADE 7  | GRADE 8  | GRADE 9-10 | GRADE 11-12 |
|--|--|--|------------|-------------|
| <p><b>6.SL.1.a.1:</b> Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p> | <p><b>7.SL.1.a.1:</b> Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p> | <p><b>8.SL.1.a.1:</b> Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p> |            |             |

**SL.2: DISCUSSION AND COLLABORATION**

**Refine and apply reciprocal communication skills by participating in a range of collaborative discussions.**

| GRADE 6   | GRADE 7   | GRADE 8   | GRADE 9-10   | GRADE 11-12  |
|---|---|---|--|--|
| <p><b>6.SL.2.1.a.1:</b> Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by identifying key ideas of the discussion.</p> <p><b>6.SL.2.1.a.2:</b> Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by adding relevant ideas and expressing personal ideas.</p> | <p><b>7.SL.2.1.a.1:</b> Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by identifying key ideas of the discussion.</p> <p><b>7.SL.2.1.a.2:</b> Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by adding relevant ideas and expressing personal ideas.</p> | <p><b>8.SL.2.1.a.1:</b> Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by identifying key ideas of the discussion.</p> <p><b>8.SL.2.1.a.2:</b> Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by adding relevant ideas and expressing personal ideas.</p> | <p><b>9-10.SL.2.1.a.1:</b> Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</p> <p><b>9-10.SL.2.1.a.2:</b> Summarize points of agreement and disagreement within a discussion on a given topic or text.</p> <p><b>9-10.SL.2.1.a.3:</b> Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</p> <p><b>9-10.SL.2.1.a.4:</b> Work with peers to set rules for collegial discussions and decision-making.</p> <p><b>9-10.SL.2.1.a.5:</b> Actively seek the ideas or opinions of others in a discussion on a given topic or text.</p> <p><b>9-10.SL.2.1.a.6:</b> Engage appropriately in discussion with others who have a diverse or divergent perspective.</p> | <p><b>11-12.SL.2.1.a.1:</b> Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</p> <p><b>11-12.SL.2.1.a.2:</b> Summarize points of agreement and disagreement within a discussion on a given topic or text.</p> <p><b>11-12.SL.2.1.a.3:</b> Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</p> <p><b>11-12.SL.2.1.a.4:</b> Work with peers to set rules for collegial discussions and decision-making.</p> <p><b>11-12.SL.2.1.a.5:</b> Actively seek the ideas or opinions of others in a discussion on a given topic or text.</p> <p><b>11-12.SL.2.1.a.6:</b> Engage appropriately in discussion with others who have a diverse or divergent perspective.</p> |
| <p><b>6.SL.2.2.a.1:</b> Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p>  | <p><b>7.SL.2.2.a.1:</b> Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p> <p><b>7.SL.2.2.a.2:</b> Add details from text or other resources to elaborate on ideas under discussion.</p>   | <p><b>8.SL.2.2.a.1:</b> Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p> <p><b>8.SL.2.2.a.2:</b> Add details from text or other resources to elaborate on ideas under discussion.</p>   |  |  |

| GRADE 6  | GRADE 7  | GRADE 8  | GRADE 9-10  | GRADE 11-12  |
|--|--|--|---|--|
| <p><b>6.SL.2.3.a.1:</b> Demonstrate knowledge and use of agreed-upon rules for discussions.</p> <p><b>6.SL.2.3.a.2:</b> Identify and serve in roles for small group discussions or projects.</p>                     | <p><b>7.SL.2.3.a.1:</b> Demonstrate knowledge and use of agreed-upon rules for discussions.</p> <p><b>7.SL.2.3.a.2:</b> Identify and serve in roles for small group discussions or projects.</p> <p><b>7.SL.2.3.a.3:</b> Understand and follow set goals and timelines for discussion.</p> | <p><b>8.SL.2.3.a.1:</b> Demonstrate knowledge and use of agreed-upon rules for discussions.</p> <p><b>8.SL.2.3.a.2:</b> Identify and serve in roles for small group discussions or projects.</p> <p><b>8.SL.2.3.a.3:</b> Understand and follow set goals and timelines for discussion.</p> | <p><b>9-10.SL.2.3.a.1:</b> Work with peers to set rules for collegial discussions and decision-making.</p>  | <p><b>11-12.SL.2.3.a.1:</b> Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>11-12.SL.2.3.a.2:</b> Work with peers to set clear goals and deadlines, and establish individual roles as needed.</p>                         |
| <p><b>6.SL.2.4.a.1:</b> Ask and answer questions to add detail to topic, text or issue under discussion.</p> <p><b>6.SL.2.4.a.2:</b> Make comments that contribute to the topic, text or issue under discussion.</p> | <p><b>7.SL.2.4.a.1:</b> Ask and answer questions to add detail to topic, text or issue under discussion.</p> <p><b>7.SL.2.4.a.2:</b> Make comments that contribute to the topic, text or issue under discussion.</p>   | <p><b>8.SL.2.4.a.1:</b> Ask and answer questions to add detail to topic, text or issue under discussion.</p> <p><b>8.SL.2.4.a.2:</b> Make comments that contribute to the topic, text or issue under discussion.</p>   | <p><b>9-10.SL.2.4.a.1:</b> Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</p> <p><b>9-10.SL.2.4.a.2:</b> Actively seek the ideas or opinions of others in a discussion on a given topic or text.</p>   | <p><b>11-12.SL.2.4.a.1:</b> Posing and respond to questions that probe reasoning and evidence.</p> <p><b>11-12.SL.2.4.a.2:</b> Clarify, verify, or challenge ideas and conclusions.</p>  |
| <p><b>6.SL.2.5.a.1:</b> Review the key ideas expressed within a collaborative discussion.</p> <p><b>6.SL.2.5.a.2:</b> Recognize multiple perspectives in collaborative discussions.</p>                              | <p><b>7.SL.2.5.a.1:</b> Recognize multiple perspectives in collaborative discussions.</p> <p><b>7.SL.2.5.a.2:</b> Compare own view or opinion with new information expressed by other.</p>   | <p><b>8.SL.2.5.a.1:</b> Compare own view or opinion with new information expressed by other(s).</p> <p><b>8.SL.2.5.a.2:</b> Discuss how own view or opinion changes using new information provided by others.</p>  | <p><b>9-10.SL.2.5.a.1:</b> Summarize points of agreement and disagreement within a discussion on a given topic or text.</p> <p><b>9-10.SL.2.5.a.2:</b> Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</p> <p><b>9-10.SL.2.5.a.3:</b> Engage appropriately in discussion with others who have a diverse or divergent perspective.</p> | <p><b>11-12.SL.2.5.a.1:</b> Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise.</p> <p><b>11-12.SL.2.5.a.2:</b> During discussion, determine what additional information or research is required to deepen the investigation or complete the task.</p> |

**SL.3: COMPREHENSION**

**Refine and apply active listening and interpretation skills using various strategies.**

| GRADE 6   | GRADE 7  | GRADE 8   | GRADE 9-10  | GRADE 11-12   |
|---|--|---|---|---|
| <p><b>6.SL.3.1.a.1:</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).</p> <p><b>6.SL.3.1.a.2:</b> Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.</p>  | <p><b>7.SL.3.1.a.1:</b> Evaluate main ideas and supporting details presented in diverse media and formats for accuracy.</p> <p><b>7.SL.3.1.a.2:</b> Explain how main ideas and supporting details presented in diverse media and formats clarify a topic, text or issue.</p> | <p><b>8.SL.3.1.a.1:</b> Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media)</p> <p><b>8.SL.3.1.a.2:</b> Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).</p> <p><b>8.SL.3.1.a.3:</b> Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.</p> | <p><b>9-10.SL.3.1.a.1:</b> Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.</p>  | <p><b>11-12.SL.3.1.a.1:</b> Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.</p>   |
| <p><b>6.SL.3.2.a.1:</b> Summarize the points a speaker makes.</p> <p><b>6.SL.3.2.a.2:</b> Distinguish claims or arguments from those that are supported by evidence from those that are not.</p> <p><b>6.SL.3.2.a.3:</b> Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.</p> | <p><b>7.SL.3.2.a.1:</b> Evaluate main ideas of a speaker for accuracy.</p> <p><b>7.SL.3.2.a.2:</b> Explain how main ideas and supporting details of a speaker clarify a topic, text or issue.</p>  | <p><b>8.SL.3.2.a.1:</b> Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.</p> <p><b>8.SL.3.2.a.2:</b> Identify when irrelevant evidence is introduced within an argument.</p>  | <p><b>9-10.SL.3.2.a.1:</b> Determine the speaker's point of view or purpose in a text.</p> <p><b>9-10.SL.3.2.a.2:</b> Determine what arguments the speaker makes.</p> <p><b>9-10.SL.3.2.a.3:</b> Evaluate the evidence used to make the argument.</p> <p><b>9-10.SL.3.2.a.4:</b> Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.</p> | <p><b>11-12.SL.3.2.a.1:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> |

**SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS**

**Refine and apply speaking skills to communicate ideas effectively in a variety of situations.**

| GRADE 6  | GRADE 7  | GRADE 8   | GRADE 9-10   | GRADE 11-12   |
|--|--|---|--|---|
| <p><b>6.SL.4.1.a.1:</b> Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.</p> | <p><b>7.SL.4.1.a.1:</b> Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.</p> <p><b>7.SL.4.1.a.2:</b> Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</p> | <p><b>8.SL.4.1.a.1:</b> Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.</p> <p><b>8.SL.4.1.a.2:</b> Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.</p> | <p><b>9-10.SL.4.1.a.1:</b> Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</p> | <p><b>11-12.SL.4.1.a.1:</b> Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</p>               |
| <p><b>6.SL.4.2.a.1:</b> Create a presentation with a clear focus, using various media to emphasize facts, details or theme.</p>                      |  | <p><b>8.SL.4.2.a.1:</b> Create a presentation with a clear focus, using various media to clarify information, strengthen claims and add interest.</p>   | <p><b>9-10.SL.4.2.a.1:</b> Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</p> | <p><b>11-12.SL.4.2.a.1:</b> Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, descriptive details and reasoning which support the main ideas.</p> |
|  |  |   |  |   |

**ML.1: LEARNING OUTCOME FOR MEDIA LITERACY**

**Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes.**

| GRADE 6   | GRADE 7   | GRADE 8   | GRADE 9-10   | GRADE 11-12   |
|---|---|---|--|---|
| <b>6.ML.1.a.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture. | <b>7.ML.1.a.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture. | <b>8.ML.1.a.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture. | <b>9-10.ML.1.a.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture. | <b>11-12.ML.1.a.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture. |

**ML.2: MEDIA LITERACY**

**Analyze the purposes of media and ways in which media can have influences.**

| GRADE 6   | GRADE 7   | GRADE 8   | GRADE 9-10   | GRADE 11-12  |
|---|---|---|--|--|
| <b>6.ML.2.1.a.1:</b> Use evidence to evaluate the accuracy of information presented in multiple media messages. | <b>7.ML.2.1.a.1:</b> Interpret the various ways in which events are presented.<br><br><b>7.ML.2.1.a.2:</b> Interpret the various ways information is communicated by visual image-makers to influence the public. | <b>8.ML.2.1.a.1:</b> Identify persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media.<br><br><b>8.ML.2.1.a.2:</b> Analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media. | <b>9-10.ML.2.1.a.1:</b> Analyze how media include or exclude information from visual messages to achieve a desired result.<br><br><b>9-10.ML.2.1.a.2:</b> Analyze how media include or exclude information from verbal messages to achieve a desired result.   | <b>11-12.ML.2.1.a.1:</b> Evaluate the intersections and conflicts between visual and verbal messages.<br><br><b>11-12.ML.2.1.a.2:</b> Recognize how visual techniques or design elements carry or influence messages in various media. |
| <b>6.ML.2.2.a.1:</b> Identify the target audience of a particular media message based on its context.           | <b>7.ML.2.2.a.1:</b> Analyze the ways that the media use words and images to attract the public's attention.  | <b>8.ML.2.2.a.1:</b> Interpret how people experience media messages differently, depending on point of view, culture, etc.<br><br><b>8.ML.2.2.a.2:</b> Analyze how people experience media messages differently, depending on point of view, culture, etc.                                  | <b>9-10.ML.2.2.a.1:</b> Interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.<br><br><b>9-10.ML.2.2.a.2:</b> Analyze the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues. | <b>11-12.ML.2.2.a.1:</b> Analyze the impact of the media on the public.<br><br><b>11-12.ML.2.2.a.2:</b> Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.           |