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English Language Arts Anchor Standards

Anchor standards represent broad statements about the expectations for students as they prepare for high school graduation, positioning them for college and careers. The grade level ELA standards begin in the Prekindergarten and Elementary ELA Standards section. Please see the introduction for more about how the anchor standards and grade level standards connect.



Writing Anchor Standards

Text Types and Purposes

- STANDARD 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- STANDARD 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- STANDARD 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- STANDARD 4:** Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
- STANDARD 5:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Research to Build and Present Knowledge

- STANDARD 6:** Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
- STANDARD 7:** Gather relevant information from multiple sources, assess



Speaking and Listening Anchor Standards

Comprehension and Collaboration

- STANDARD 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
- STANDARD 2:** Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
- STANDARD 3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- STANDARD 4:** Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
- STANDARD 5:** Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.
- STANDARD 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.



LanguageAnchorStandards

Conventions of Academic EnglishLanguage for Learning

- STANDARD 1:** Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
- STANDARD 2:** Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- STANDARD 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- STANDARD 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- STANDARD 5:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- STANDARD 6:** Acquire and accurately use general academic and context-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.







Research to Build and Present Knowledge

PKW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.

PKW7: Engage in a discussion using gathered information from experiences or provided resources.



Prekindergarten Speaking and Listening Standard PKSL

Comprehension and Collaboration

PKSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

PKSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, 8()TJ 0. 4

P K S L 1 a :

Students with Disabilities

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with typically-developing peers. Each child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the Learning Standards. With the appropriate services and supports, children with disabilities can participate in experiences with their typically-developing peers and be held to the same high standards and expectations as those without disabilities.



Kindergarten Reading Standards Foundational Skills KRF

Print Concepts

- KRF1:** Demonstrate understanding of the organization and basic features of print.
 - KRF1a:** Follow words from left to right, top to bottom, and page by page.
 - KRF1b:** Recognize that spoken words are represented in written language by specific sequences of letters.
 - KRF1c:** Understand that words are separated by spaces in print.
 - KRF1d:** Recognize and name all upper and lowercase letters of the alphabet.
 - KRF1e:** Identify the front cover, back cover, and title page of a book.

Phonological Awareness

- KRF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - KRF2a:** Recognize and produce spoken rhyming words.
 - KRF2b:** Blend and segment syllables in spoken words.
 - KRF2c:** Blend and segment onsets and rimes of spoken words.
 - KRF2d:** Blend and segment individual sounds (phonemes) in spoken one-syllable words.
 - KRF2e:** Create new words by manipulating the phonemes orally in one-syllable words.

Phonics and Word Recognition

- KRF3:** Know and apply gradelevel phonics and word analysis skills in decoding words.
 - KRF3a:** Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.
 - KRF3b:** Decode short vowel sounds with common spellings.
 - KRF3c:** Decode some regularly spelled one-syllable words.
 - KRF3d:** Read common high



Research to Present Knowledge

- KW6:** Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.
- KW7:** Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and emergent writing) .





Text Complexity Expectations for 1st Grade

Students in 1st grade are at varying stages of development as word readers and as text comprehenders,



1st Grade Reading Standards: Foundational Skills | 1RF

Print Concepts

1RF1: Demonstrate understanding of the organization and basic features of print.

1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness



1st Grade Writing Standards | 1W

Production and Range of Writing for 1st Grade

As students in 1st grade develop writing skills, they should actively engage in group and individual writing activities, where the focus is on helping them understand writing and drawing as a means for communication with others and as an important tool to support their own thinking and learning. Students should be exposed to and prompted to produce writing for a range of purposes (to entertain, to explain, to



1st Grade Language Standards 1L



Text Complexity Expectations for 2nd Grade

Students in 2nd grade are at varying stages of development as word readers and as text comprehenders. By the end of the school year, students in 2nd grade should have good control of word reading skills and be developing reading comprehension strategies in order to read appropriately complex literary and informational texts at or above grade level. Despite this simultaneous development, to develop each set of







Research to Build and Present Knowledge

- 2W6:** Develop questions and participate in shared research and explorations to answer questions and to build knowledge.
- 2W7:** Recall and represent relevant information from experiences or gather information from provided sources to answer a question



2nd Grade Speaking and Listening Standards 2SL

Comprehension and Collaboration

- 2SL1:** Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
 - 2SL1a:** Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.
 - 2SL1b:** Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
 - 2SL1c:** Ask for clarification and further explanation as needed about topics and texts under discussion.
 - 2SL1d:** Consider individual differences when communicating with others.
- 2SL2:** Recount or describe key ideas or details of diverse texts and formats.
- 2SL3:** Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s)

Presentation of Knowledge and Ideas

- 2SL4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 2SL5:** Include digital media and/or







Text Complexity Expectations for 3rd Grade

Students in 3rd grade are at varying stages of development as word readers and as text comprehenders. By the end of the school year, however, students in 3rd grade should have good control of word reading skills and be developing reading comprehension strategies in order to read appropriately complex literary and informational texts at or above grade level. To bolster students' text comprehension skills, teachers should provide large group, small group, and individual reading activities, with materials that are content-rich and complex at age-appropriate levels. Students should also participate in interactive read-aloud discussions of more complex texts that may not be readily accessible to students when reading independently. It is the case that students are refining their word reading and comprehension skills as they experience more challenging texts; therefore it is essential that even while students read texts at an instruction and independent level, they are also scaffolded into reading texts at or above grade level—through read-alouds, discussion, reading-writing connections, etc. Because each reader brings different skills and background knowledge to the act of reading, a text that is 'complex' for one reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to access grade-level texts. The most critical distinction, however, is the distinction between the complexity of the texts used for children to work on their word reading accuracy and fluency, and the complexity of the texts used to build up language and knowledge.

English Language Learners/Multilingual Learners

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic competencies in their home or primary language. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. The eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA Standards. Throughout the Standards, the use of annotation marks this concept for ELLs/MLLs.

3rd Grade Reading Standards (Literary and Informational Text) | 3R

Key Ideas and Details

- 3R1:** Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)
- 3R2:** Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)
- 3R3:** In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL)
- In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)

Craft and Structure

- 3R4:** Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)
- 3R5:** In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)
- In informational texts, identify and use text features to build comprehension. (RI)
- 3R6:** Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)

Integration of Knowledge and Ideas

- 3R7:** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)
- 3R8:** Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)
- 3R9:** Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)



3rd Grade Reading Standards Foundational Skills 3RF

Print Concepts

RF1: There is not a grade 3 standard for this concept. Please see preceding grades for more information.

Phonological Awareness

RF2: There is not a grade 3 standard for this concept. Please see preceding grades for more information.

Phonics and Word Recognition

3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

3RF3a: Identify and know the meaning of the most common prefixes and suffixes.

3RF3b: Decode multi-syllabic words.

3RF3c



3rd Grade Speaking and Listening Standards 3SL

Comprehension and Collaboration

- 3SL1:** Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others
 - 3SL1a:** Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
 - 3SL1b:** Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
 - 3SL1c:** Ask questions to check understanding of information presented and link comments to the remarks of others.
 - 3SL1d:** Explain their own ideas and understanding of the discussion.
 - 3SL1e:** Consider individual differences when communicating with others.



4th Grade English Language Arts Learning Standards

4th

4th Grade Reading Standards (Literary and Informational Text) | 4R

Key Ideas and Details

- 4R1:** Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
- 4R2:** Determine a theme or central idea of a text and explain how it is supported by key details; summarize a text. (RI&RL)
- 4R3:** In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL)
In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

Craft and Structure

- 4R4:** Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
- 4R5:** In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL)
In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
- 4R6:** In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)
In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)

Integration of Knowledge and Ideas

- 4R7:** Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)
- 4R8:** Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)
- 4R9:** Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)



4th Grade Reading Standards Found



4th Grade Speaking and Listening Standards 4SL

Comprehension and Collaboration

- 4SL1:** Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
 - 4SL1a:** Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion
 - 4SL1b:** Follow agreed-upon norms for discussions and carry out assigned roles.
 - 4SL1c:** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - 4SL1d:** Review the relevant ideas expressed and explain their own ideas and understanding of the discussion
- 4SL2:** Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
- 4SL3:** Identify and evaluate the reasons and evidence a speaker provides to support particular points.





5th Grade English Language Arts Learning Standards

5th Grade Introduction

Guidance and Support

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in 5th grade, some students may require support to demonstrate skills.

Range of Student Reading Experiences for 5th Grade

Students in 5th grade should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for children to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for readers can take a variety of formats, including read-alouds, shared readings,



Text Complexity Expectations for 5th Grade



5th Grade Reading Standards



- 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
 - 5W2a: Introduce a topic clearly, provide a general focus, and organize related information logically.
 - 5W2b: Develop



5th Grade Speaking and Listening Standards 5SL

Comprehension and Collaboration

- 5SL1:** Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
- 5SL1a:** Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
 - 5SL1b:** Follow agreed-upon norms for discussions and carry out assigned roles.
 - 5SL1c:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - 5SL1d:** Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.
- 5SL2:** Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).
- 5SL3:** Identify and evaluate the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas



Middle Grades English Language Arts Learning Standards

Grade 6	71
Grade 7	81
Grade 8	86



- 6W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 6W2a:** Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect
 - 6W2b:** Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
 - 6W2c:** Use precise language and content-specific vocabulary to explain a topic.
 - 6W2d:** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - 6W2e:** Provide a concluding statement or section that explains the significance of the information presented.
 - 6W2f:** Establish and maintain a style appropriate to the writing task.
- 6W3:** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing
- 6W3a:** Engage the reader by introducing a narrator and/or characters.
 - 6W3b:** Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.
 - 6W3c:** Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.
 - 6W3d:** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - 6W3e:** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- 6W4:** Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- 6W5:** Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.





7th Grade English Language Arts Learning Standards

7th Grade Introduction

Guidance and Support



Text Complexity Expectations for 7th Grade

By the end of the school year, 7th grade students will read and comprehend literary and informational texts that are at or above grade level. Though less striking than in the earlier grades, there still needs to be a distinction between the complexity of the texts used for children to work on their independent comprehension skills, and the complexity of the texts used as part of teacher-led classroom instruction and units of study to build up their language and knowledge. Because each reader brings different skills and background knowledge to the act of reading, a text that is 'complex' for one reader may be accessible to a



7th Grade Speaking and Listening Standards 7SL

Comprehension and Collaboration

- 7SL1:** Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
- 7SL1a:** Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - 7SL1b:** Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - 7SL1c:** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - 7SL1d:** Acknowledge new information expressed by others and, when warranted, modify personal views.
- 7SL2:** Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study
- 7SL3:** Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas



7th Grade Language Standards | 7L

PLEASE NOTE: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 7th grade. Local curriculum choices will determine which specific skills are included in 7th grade. These banded skills can be found in Appendix A at the end of this document. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6-8, the student is expected to know and be able to use the skills by the end of 7th grade. The @s included to indicate skills that connect and progress across the band.

Conventions of



Text Complexity Expectations for 8th Grade

By the end of the school year, 8th grade students will read and comprehend literary and informational texts that are at or above grade level. Though less striking than in the earlier grades, there still needs to be a distinction between the complexity of the texts used for children to work on their independent

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8th Grade Speaking and Listening Standards 8SL

Comprehension and Collaboration

- 8SL1:** Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
- 8SL1a:** Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - 8SL1b:** Follow norms for collegial discussions and decisionmaking, track progress toward specific goals and deadlines, and define individual roles as needed
 - 8SL1c:** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - 8SL1d:** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.
- 8SL2:** Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 8SL3:** Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

- 8SL4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.
- 8SL5:** Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.



Text Complexity Expectations for 9th Grade

By the end of the school year, 9th grade students will read and comprehend literary and informational texts that are at or above grade level. Because each reader brings different skills and background knowledge to the act of reading, a text that is 'complex' for one reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to access grade-level texts.

English Language Learners/Multilingual Learners

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic competencies in their home or primary language. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. The eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language

9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R

Key Ideas and Details

- 9-10R1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)
- 9-10R2:** Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
- 9-10R3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL)
- In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

Craft and Structure

- 9-10R4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
- 9-10R5:** In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL)
- In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)
- 9-10R6:** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)



9th-10th Grade Writing Standards | 9-10W

Production and Range of Writing for 9th-10th Grade

As students in 9th and 10th grades develop their writing skills, they will use a variety of strategies to plan, revise, and strengthen their writing as they work independently and collaboratively with adults and peers to produce texts, and to learn about and develop oral language, written language and reading-writing connections. Students in 9th and 10th grade will write for multiple purposes (to entertain, to explain, to persuade) and learn about various tools (print and digital) to produce, share



9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, and quotations to support analysis and exposition.



9th-10th Grade Language Standard 9-10L

PLEASE NOTE: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 9th-10th grade. Local curriculum choices will determine which specific skills are included in 9th and 10th grade. Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of this document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 9-12, the student is expected to know and be able to use the skills by the end of 12th grade. The icons included to indicate skills that connect and progress across the band

Conventions of Academic English Language for Learning (See Appendix A)

Knowledge of Language

9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and CS0 o 11.04 546(a)-1.t 546(a)-1.(i)6.

9-10L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.



11th-12th Grade English Language Arts Learning Standards

11th-12th Grade Introduction

Guidance and Support

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in 11th-12th grade, some students may require support to demonstrate skills.

Range of Student Reading Experiences for 11th-12th Grade

Students in 11th and 12th grade should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for learners to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for readers can take a variety of formats, including shared readings, paired readings, independent readings and other learning activities that incorporate literacy materials, talking, and writing. We refer to these instructional events as 'reading or literacy experiences' because the focus is on using texts, printed and visual, to develop readers' concepts of how meaning is conveyed through reading and writing, and in turn their ability to make meaning of increasingly complex text. Much of this work is done through talk-reading and reading-writing connections.

The following are examples of literary and informational text types that could be used in classroom instruction. Texts are not limited to these examples.

LITERATURE: stories, drama, poetry, fiction, myths, graphic novels, and other literary texts.

INFORMATIONAL TEXT: nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.



Text Complexity Expectations for 11th and 12th Grade

By the end of the school year, 11th and 12th grade students will read and comprehend literary and informational texts that are at or above grade level. Because each reader brings different skills and background knowledge to the act of reading, a text that is 'complex' for one reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to





11th-12th Grade Language Standards 1-12L

PLEASE NOTE: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 12th grade. Local curriculum choices will determine which specific skills are included in 11th and 12th grade. Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of this document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 11-12, the students are expected to know and be able to use the skills by the end of 12th grade. The icons included to indicate skills that connect and progress across the band.

Conventions of Academic English Language for Learning (See Appendix A)

Knowledge of Language

11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or



Appendix A

Conventions of Academic English Language for Learning: Grade Band Skills

PLEASE NOTE: Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills, the student is expected to know and be able to use the skills by the end of the grade band.

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across the band. These particular skills are depicted on a continuum because research suggests that they develop along a progression.



ANCHOR STANDARD Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages).

Core Punctuation and Spelling Skills for Prekindergarten ©Grade 2:

- x Attempt to write symbols or letters to represent words.
- x Spell simple words phonetically, drawing on knowledge of sound-letter relationships. © Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. © Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. © Generalize learned spelling patterns when writing words (e.g., cage ©age; boy ©toy).
- x Write a letter or letters for most consonant and short vowel sounds (phonemes).
- x Consult reference materials as needed to check and correct spellings.
- x Recognize and name end punctuation. © Use end punctuation for sentences.
- x Capitalize the first letter of their name. © Capitalize the first word in a sentence and the pronoun I. © Capitalize dates and names of people. © Capitalize names, places, and holidays.
- x Use commas in dates and to separate single words in a series. © Use commas in greetings and closings of letters.
- x Use an apostrophe to form contractions and frequently occurring possessives.



ANCHOR STANDARD 2 Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Core Punctuation and Spelling Skills for



Grades 6-8

Conventions of Academic English Language for Learning

ANCHOR STANDARD 1 Demonstrate command of the conventions of standard English grammar and usage when speaking, writing, and thinking. (L.6-8.1)



Grades 9-12

Conventions of Academic English Language for Learning

ANCHOR STANDARD 4 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.

*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across language.



Figurative language	Non-literal (sensory or symbolic) language that helps a reader understand meaning in a text; for example, simile, metaphor, personification.
Inference	A conclusion or understanding generally not directly stated by the author or writer, reached on the basis of evidence, logic, and/or reasoning.
Informative/explanatory writing	Writing that serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.
Media	The system and organization of communication for the sharing of information and ideas.
Mood	The general feeling, emotion, or atmosphere that a piece of writing creates for the reader.
Narrative writing	Writing that conveys experience (either real or imaginary) following a sequence of events.
Paraphrase	Rewording something written or spoken while preserving the original meaning.
Point of view (informational texts)	The position or perspective conveyed or represented by an author, narrator, speaker, or character.
Point of view (literary texts)	The narrative point of view (as in first or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.
Recount	To tell or write about an event or experience.
Scaffolding	Temporary strategic supports, aligned with instruction, which may be modified when a student shows independence with the text or task.

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			In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas. (RI)	In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas . (RI)	
8R5	90	June 2019	In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea.	In literary and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style,theme, or central idea. (RI&RL)	Ensure consistency of language across grade bands for standard R5.