

Alternate Academic Achievement Standards for the Massachusetts Curriculum Frameworks (Resource Guide)

ENGLISH LANGUAGE ARTS AND LITERACY
Pre-Kindergarten-Grade 12

Fall 2023



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Introduction and Purpose

The Fall 2023 edition of the *Alternate Academic Achievement Standards to the Massachusetts Curriculum Frameworks in English Language Arts and Literacy* ("the Resource Guide") incorporates the curriculum content standards in the *2017 English Language Arts and Literacy Curriculum Framework.* The Resource Guides align achievement of grade-level standards with the requirements of the state's alternate assessment based on alternate academic achievement standards. The Resource Guide is intended to be used for students participating in the alternate assessment.

The Resource Guides are assessment guides for teachers who work with students with the most significant cognitive disabilities who are eligible to participate in the MCAS Alternate Assessment (MCAS-Alt).

The Resource Guide identifies standard-based outcomes called **entry points** for each standard to assist educators in teaching and assessing appropriately challenging standards-based academic skills and content that are aligned with grade-level standards, as required by law. Entry points also provide a roadmap for students to make steady progress toward standards at grade-level complexity.

In cases where students are unable to address entry points even at the lowest levels of complexity, due to the severity of their disability, teachers will use access skills that address early developmental communication and motor skills practiced during age-appropriate, standard-based activities. Entry points and access skills are listed for each standard in this Resource Guide.

Resource Guides in English Language Arts (ELA), Mathematics, and Science and Technology/Engineering (STE) are available online at www.doe.mass.edu/mcas/alt/resources.html.

How Resource Guides Were Developed

The Department convened panels of experts in each content area, including content specialists, assessment experts, special educators familiar with students with the most significant cognitive disabilities, higher education faculty, parents and advocates, and members of the state's contractor team (see Acknowledgements on previous page). The panel reviewed the standards, unpacked the information, and identified the essence of the standard. Once panelists agreed upon the essence of the standard, entry points were created based on the standard and placed on a continuum from the least to the most complex. Teachers choose entry points that assess challenging and attainable skill(s) appropriate for each student.

How to Use the Resource Guide

Figure 1 will assist educators in identifying the appropriate level of complexity for entry points for each student. When used in conjunction with the *Educator's Manual for MCAS-Alt*, student performance and progress throughout the school year can be documented and instruction optimized.

Organization of the Pre-Kindergarten through Grade 12 ELA and Literacy Resource Guide

The 2017 Curriculum Framework in English Language Arts and Literacy for students in **PreK through Grade 8** is organized into **strands** for the successive grades in which that strand is taught. Strands within each content area contain a set of **anchor standards**, followed by **grade-specific standards**. **Standards** in each grade are grouped into **clusters**, or subsets of related standards, within each strand.

The *Educator's Manual for MCAS-Alt* describes the specific submission requirements for the three alternately assessed ELA strands based on alternate academic achievement standards:

- Language (Vocabulary Acquisition and Use)
- Reading (Literature or Informational Text)
- Writing (Text Type and Purposes)

Figure 1 How to Select Entry Points and Access Skills for the MCAS-Alt

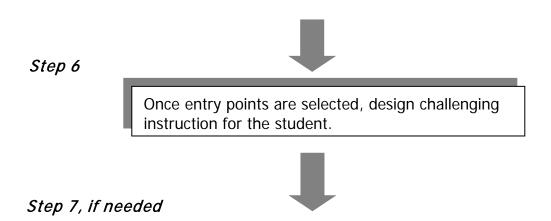
Steps 1, 2 and 3

- Determine the grade in which the student is enrolled.
- Determine the strand to be assessed.
- Conduct the <u>MCAS-Alt Skills Survey</u> in each strand to be assessed. (Reading, Language & Writing)



Steps 4 and 5

- Select standard for Reading and Language Acquisition (see Educator's Manual for specific standards required for Writing)
- Based on the results of the Skills Survey, <u>select entry points</u> in the strand that the student can perform only occasionally (even with support).



In cases where the MCAS-Alt Skills Survey indicates that the student cannot complete any of the skills even at the lowest level of complexity, <u>an access skill</u> should be identified that the student should address during standards-based activities in the ELA strands.

Definitions of Terms Used in the Resource Guide

The following terms are used to describe the information listed in the *Resource Guide to the 2017 Frameworks for Students with Disabilities—ELA:*

- Access skills are developmental (communication or motor) skills that are addressed during standard-based activities based on the standards in the content area being assessed. Access skills are listed at the lowest grade level in each strand in the Resource Guide.
- **Clusters** are groups of related standards (e.g., "Vocabulary Acquisition and Use" in the Language strand).
- Cluster headings describe the essential knowledge and skills of the standards in the cluster.
- **Entry Points** are based on alternate academic achievement standards that are aligned with each standard or cluster of standards. They are intended for use by educators to instruct students eligible for participating in the alternate assessment.
- **Literary text** is fictional writing in story, dramatic, or poetic form.
- **Standards** define what students should understand and be able to do in each grade. Each standard is listed precisely as it appears in the *2017 Massachusetts Curriculum Framework for English Language Arts and Literacy* (e.g., Standard L.4.5 "Demonstrate understanding of figurative language, word relationships, and nuances in word meanings").
- Strands are large groups of standards in a related area of English language arts and literacy.
- Text refers to information, ideas, stories, poetry, or portrayals of real or imagined events read by or to the student or conveyed in writing, pictures, Braille, or the student's primary mode of communication. Text may be supported by symbols, graphics (e.g., illustrations, drawings), technology (e.g., voice output in an AAC device, computer, iPad), or threedimensional objects.
- **Text Comprehension**, for the purpose of assessing the ELA–Reading strand, refers to the understanding of the meaning of an informational or literary text presented either visually or orally. A text <u>must</u> be comprised of at least one grammatically complete sentence for which a student can demonstrate comprehension.
- Text comprehension includes the understanding of words, phrases, and sentences *in the context of a text*, rather than in isolation; and emphasizes *applying*, *elaborating on*, and *generalizing information* from a text, rather than simply recalling and recognizing information. For example, a list of idiomatic expressions matched to their meanings does not demonstrate text comprehension. Rather, students should identify the meaning of idiomatic expressions *as they are used in a text*.
- Writing for the purpose of assessing the ELA Writing strand, refers to the use of a student's
 expressive communication skills, NOT motor skills, to recount/retell, explain, clarify,
 argue, persuade, create, or express, based on a text or topic, using any of the following text
 types: opinion/argument, informative/explanatory text, or narrative (including
 poetry).

ASL/Braille must be translated to English for scoring.

Table 1 ELA Strands to be assessed by the 2020 MCAS-Alt

English Language Arts and Literacy Progression of Strands from Pre-K Through High School

						Gra	de L	evel				
Strands	PK	K	1	2	3	4	5	6	7	8	9-10	11-12
For ELA-Reading, sel marked below with a								Guide	from	any stra	and below	
Reading Literature					*	*	*	*	*	*	★ (Grade 10 only)	
Reading Informational Text					*	*	*	*	*	*	★ (Grade 10 only)	
Reading Foundational Skills												
Reading – Literacy in History/Social Studies								*	*	*	★ (Grade 10 only)	
Reading – Literacy in Science and Technical Subjects								*	*	*	★ (Grade 10 only)	
For ELA-Writing, sub Purposes" cluster (i.e a (★), according to the	., stan	dards	W.x.1,									ed with
Writing					*	*	*	*	*	*	★ (Grade 10 only)	
Writing – Literacy in Content Areas								*	*	*	★ (Grade 10 only)	
For ELA-Language, select one Language skill from the "Vocabulary Acquisition and Use" cluster (i.e., standards L.x.4, L.x.5, or L.x.6) from the strand below marked with a (★), according to the student's grade.												
Language					*	*	*	*	*	*	★ (Grade 10 only)	
Speaking and Listening												

Reading – Literature

Grade	Standards	Entry Points	Access Skills
Pre-K	Page 10	Pages 15 – 18	Pages 15 – 16
K	Page 11	Pages 15 – 18	
1	Page 12	Pages 15 – 18	
2	Page 13	Pages 15 – 18	
3	Page 14	Pages 15 – 18	
4	Page 19	Pages 21 – 22	
5	Page 20	Pages 21 – 22	
6	Page 23	Pages 26 – 27	
7	Page 24	Pages 26 – 27	
8	Page 25	Pages 26 – 27	
9-10	Page 28	Pages 30 – 31	
11-12	Page 29	Pages 30 – 31	

College and Career Readiness Anchor Standards for Reading

	A	iciloi Standards for Keading
Cluster		Standards as written
Key Ideas and Details	CCRA.R.1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
	CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
	CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge	CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[1]
and Ideas	CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	CCRA.R.10	Independently and proficiently read and comprehend complex literary and informational texts.

		Pre-Kindergarten
Cluster		Standards as written
Key Ideas and Details	RL.PK.1	With prompting and support, ask and answer questions about a story or poem read aloud.
_	RL.PK.2	With prompting and support, retell a sequence of events from a story read aloud.
	RL.PK.3	With prompting and support, act out characters and events from a story or poem read aloud.
Craft and Structure	RL.PK.4	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud. (See pre-kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.)
	RL.PK.5	Show awareness of the rhythmic structure of a poem or song by clapping or through movement.
	RL.PK.6	With prompting and support, "read" the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds.
Integration of Knowledge and Ideas	RL.PK.7	With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.
and ideas		For example, students listen as their teacher reads Jump, Frog, Jump by Robert Kalan. When each creature comes to the pond and hints at the next hazard for Frog, the teacher pauses in the reading and asks students to use the pictures and their prior knowledge to make a prediction about what will happen next. (RL.PK.6, RL.PK.7)
	RL.PK.8	(Not applicable.)
	RL.PK.9	With prompting and support, make connections between a story or poem and their own experiences.
Range of Reading and Level of Text Complexity	RL.PK.10	Listen actively as an individual and as a member of a group to a variety of age- appropriate literature read aloud.

		Kindergarten
Cluster		Standards as written
Key Ideas and	RL.K.1	With prompting and support, ask and answer questions about key details in a text.
Details	RL.K.2	With prompting and support, retell familiar stories, including key details.
		For example, after hearing their teacher read and show the illustrations in Gerald McDermott's picture book version of a traditional African tale, Anansi the Spider, students retell the folktale about the clever spider Anansi and draw pictures to illustrate characters and their interactions at important points in the story. (RL.K.2, RL.K.3, W.K.3)
	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure	RL.K.4	Ask and answer questions about unknown words in a text. (See kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.)
	RL.K.5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
		For example, students read with their teacher two texts about foods that are made, eaten, and enjoyed all around the world: pancakes. The two texts are Tomie DePaola's book Pancakes for Breakfast and Christina Rossetti's poem "Mix a Pancake." After discussing the two texts, students explain how they knew from the structure of each work that the first text was a story and the second a poem. (RL.K.5, SL.K.1)
	RL.K.6	With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.
Integration of Knowledge	RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
and Ideas	RL.K.8	(Not applicable.)
	RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Text Complexity	RL.K.10	Actively engage in group reading activities with purpose and understanding.

		Grade 1
Cluster		Standards as written
Key Ideas and	RL.1.1	Ask and answer questions about key details in a text.
Details	RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	RL.1.3	Describe characters, settings, and major events in a story, using key details.
Craft and Structure	RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
	RL.1.5	Identify characteristics of common types of stories, including folktales and fairy tales.
		For example, in a study of folktales as a genre, students listen to and read along with the teacher the traditional poem, "The Fox's Foray," noting the repetition, rhythm, and rhyme. After performing a choral reading of another version of the poem, "The Fox Went Out One Chilly Night," they read more traditional tales featuring foxes and write opinion pieces about the character of the fox in the tales they have read. (RL.1.5, RL.1.9, W.1.1, L.1.6)
	RL.1.6	Identify who is telling the story at various points in a text.
Integration of Knowledge	RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
and Ideas R	RL.1.8	(Not applicable. For expectations regarding central messages or lessons in stories, see RL.2.)
	RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
		For example, students read or listen to audiobooks of several picture books by one author/illustrator, such as Beatrix Potter, Dr. Seuss, William Steig, Eric Carle, Ezra Jack Keats, Jerry Pinkney, or Mo Willems, and make a list of the similarities they notice in the books. (RL.1.9, W.1.10)
Range of Reading and Level of Text Complexity	RL.1.10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. (See more on qualitative and quantitative dimensions of text complexity.)

		Grade 2
Cluster		Standards as written
Key Ideas and Details	RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	RL.2.2	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	RL.2.3	Describe how characters in a story respond to major events and challenges.
Craft and Structure	RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
		For example, students learn the traditional nursery rhyme "As I was going to St. Ives" and point out how its repetitions of sounds affect the meaning and help them find the answer to the mathematical puzzle posed by the speaker in the poem. (RL.2.1, RL.2.4)
	RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	RL.2.6	Explain what dialogue is and how it can reveal characters' thoughts and perspectives.
Integration of Knowledge	RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
and Ideas	RL.2.8	(Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)
	RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity	RL.2.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. (See more on qualitative and quantitative dimensions of text complexity.)

		Grade 3
Cluster		Standards as written
Key Ideas and Details	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	RL.3.2	Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.
		For example, students read versions of classic fables attributed to Aesop, discussing how the stories can be told differently, yet have the same moral. Then they read a collection of modern fables, told mostly in dialogue, by Arnold Lobel. Students practice reading the fables aloud in pairs to develop fluency and expression, and then write a script from a fable to perform. By the end of the unit, students can explain what fables are, why they have endured over thousands of years, and how they reflect human experience. (RL.3.2, RL.3.9, RF.3.4, W.3.10, L.3.6)
	RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure	RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
	RL.3.5	Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.
	RL.3.6	Distinguish their own point of view from that of a text's narrator or those of its characters.
Integration of Knowledge and Ideas	RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
	RL.3.8	(Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)
	RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	RL.3.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3. (See more on qualitative and quantitative dimensions of text complexity.)

ENTRY POINTS and ACCESS SKILLS to Reading Standards for Literature in Grades Pre-K-3

Less Complex

More Complex

ACCESS SKILLS The student will:

Key Ideas and Details

 Respond to materials representing a key idea or detail in a story, poem,

folktale, or myth

- Track (shift focus from materials to speaker) materials representing a key idea or detail in a story, poem, folktale, or myth
- Grasp (hold)
 materials
 representing a key
 idea or detail in a
 story, poem,
 folktale, or myth
- Release or give to another person materials representing a key idea or detail in a story, poem, folktale, or myth
- Move materials representing a key idea or detail in a story, poem, folktale, or myth
- Orient or manipulate material representing a key idea or detail in a story, poem, folktale, or myth

The student will:

For **literary** text read by the student, or to the student, or communicated in the student's primary mode of communication:

- 1. Key Details:
- Illustrate events from a literary text
- ◆ Identify events from a literary text (e.g., story or poem)
- Illustrate the setting in a literary story
- Identify setting in a literary text

2. Central Theme:

- Retell events from a literary text
- 3. Character Analysis:
- ◆ Identify the main character(s) in a literary text

ENTRY POINTS The student will:

For **literary** text read by the student, or to the student, or communicated in the student's primary mode

1. Key Details:

of communication:

- ◆ Identify key details in a literary text (e.g., story or poem)
- Describe the setting in a literary text (i.e., time and/or place)
- Identify the main topic and retell key details of a literary text

2. Central Theme:

- Order the sequence of events from a literary text
- 3. Character Analysis:
- Describe the main character(s) in a literary text

The student will:

For literary text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

- Produce relevant questions about a literary text
- Answer comprehension questions based on a literary text

2. Central Theme:

- Describe the central message of a literary text
- Identify a lesson learned from a folktale, fable, or myth
- Summarize the plot of a literary text

3. Character Analysis:

- Identify the motives and/or traits of the main character(s) in a literary text
- Identify character traits of the main character(s), with supporting evidence, from a literary text

Continue to address skills and concepts that approach grade-level expectations in this cluster

ACCESS SKILLS (continued) for Reading Standards for Literature in Grades Pre-K-3

Less Complex

More Complex

ACCESS SKILLS ENTRY POINTS The student will: The student will: Functionally use materials representing a key idea or detail in a story, Key Ideas poem, folktale, or myth (e.g., orients book, advances pages, etc.) and Details Locate partially hidden or out of sight objects or materials representing a (continued) key idea or detail in a story, poem, folktale, or myth representing Construct or assemble materials related to a key idea or detail in a story, poem, folktale, or myth Activate device in an activity related to a key idea or detail in a story, poem, folktale, or myth Imitate action in an activity related to a key idea or detail in a story, poem, folktale, or myth Initiate cause and effect response in an activity related to a key idea or detail in a story, poem, folktale, or myth Sustain activity through response related to a key idea or detail in a story, poem, folktale, or myth Gain attention in an activity related to a key idea or detail in a story, poem, folktale, or myth Make a request in an activity related to a key idea or detail in a story, poem, folktale, or myth Choose from an array of errorless choices related to a key idea or detail in a story, poem, folktale, or myth (e.g., choose a book) Use one object to act on another in an activity related to a key idea or detail in a story, poem, folktale, or myth (e.g., use a pointer to tap) Attend visually, aurally, or tactilely to materials a key idea or detail in a story, poem, folktale, or myth representing Choose from an array of errorless choices of books, related to literature

ENTRY POINTS to Reading Standards for Literature in Grades Pre-K-3

Less Complex

More Complex

Craft and Structure

The student will:

4. Word Meaning:

- Illustrate the meaning of words encountered in a literary text (e.g., story or poem)
- Illustrate the meaning of phrases, and/or sentences encountered in a literary text
- Sort words from a literary text that elicit a sensory response into one or more of the five sensory groups (smells, sounds, tastes, textures, sights)
- Select the word(s) related to one or more of the senses from a literary passage or illustration
- Identify figurative language in a literary text (e.g., arms
- ♦ of a tree)

5. Text Structure:

- Identify rhyming words in a nursery rhyme
- Identify repeated words and sounds in poetry
- Identify differences between stories and poems
- ◆ Identify the beginning and end of a literary text

6. Point of View:

- Identify different characters in the literary text by their voices
- Identify the narrator of a literary text

The student will:

4. Word Meaning:

- Identify the sensory response associated with a literary work
- Choose expressions from a literary text that use figurative language

5. Text Structure:

- Make comparisons between works of poetry and prose
- Identify rhyming words in a poem or literary text
- Identify repeated words or phrases in a literary text
- Complete a repeated phrase or word in a literary text or poem
- Identify the rhythm (beats) of a poem
- Identify common elements in folktales, myths, and fables

6. Point of View:

- Name a character who is "speaking" in a literary text
- Determine the point of view of the narrator in a poem or literary text
- Express personal point of view about a character in a literary text

The student will:

4. Word Meaning:

- Determine the meaning of an expression that uses figurative language (butterflies in my stomach) in a literary text
- Describe a sensory response associated with a literary text

5. Text Structure:

- Identify examples of rhyme and rhythm in a literary text (i.e., story or poem)
- Identify the beginning, middle, and end of a literary text
- Identify a pattern in a poem (e.g., rhyme, rhythm, repetition)
- Describe the rhythm of a poem

6. Point of View

 Identify a character's point of view in reference to a literary text

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Integration of Knowledge and Ideas

7. Content Integration/ Analysis:

- Describe images or illustrations in a literary text
- Predict, with clues and pictures, which event(s) will occur next in a literary text

8. Argument Analysis:

♦ (Not applicable to literature)

7. Content Integration/ Analysis:

- Match images or illustrations to a literary text
- Associate an illustration with an idea from a literary text

8. Argument Analysis:

(Not applicable to literature)

7. Content Integration/ Analysis:

 Describe how an illustration evokes a particular mood or emotion in its depiction of a setting or character in a literary text

8. Argument Analysis:

♦ (Not applicable to literature)

ENTRY POINTS to Reading Standards for Literature in Grades Pre-K–3

Less Complex

More Complex

		The student will:		The student will:		The student will:
Integration of Knowledge and Ideas (continued)	9. ♦	Text Analysis: Identify the adventures or experiences of a character in a literary text Match a literary passage/story to its theme	9. *	Text Analysis: Identify similarities in two versions of the same story in a literary text Describe the adventures or experiences of a character in a story and how they are illustrated in a literary text Match two literary texts with common themes	• • • • • • • • • • • • • • • • • • •	Text Analysis: Compare the adventures or experiences of one or more characters in a literary text Relate a literary text or poem to a personal experience Identify common themes in multiple literary texts (e.g., stories or poems) Identify similarities between two books, stories, or poems by the same author Compare the rhythms of two or more poem
Range of Reading and Level of Text Complexity	•			that approaches grade level cor reading activities with purpose a		

		Grade 4
Cluster		Standards as written
Key Ideas and Details	RL.4.1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
		For example, students read Natalie Babbitt's novel Tuck Everlasting and select paragraphs and sentences in the novel in which the reader is given hints about the mysterious qualities of the spring water that has given eternal life to the members of the Tuck family. They pay particular attention to how Babbitt's use of metaphors and images gives richness to the text. (RL.4.1, RL.4.2, RL.4.4, L.4.5)
	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize a text.
	RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Craft and Structure	RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
	RL.4.5	Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.
	RL.4.6	Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.
Integration of Knowledge and Ideas	RL.4.7	Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written text.
	RL.4.8	(Not applicable. For expectations regarding themes in literary texts, see RL.2.)
	RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Range of Reading and Level of Text Complexity	RL.4.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4. (See more on qualitative and quantitative dimensions of text complexity.)

		Grade 5
Cluster		Standards as written
Key Ideas and Details	RL.5.1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
	RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text.
		For example, students explore the theme "Heroism demands courage and taking risks" in traditional tales such as The Merry Adventures of Robin Hood by Howard Pyle and modern novels such as Bud, Not Buddy by Christopher Paul Curtis.
	RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure	RL.5.4	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
	RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.
Integration of Knowledge and Ideas	RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).
	RL.5.8	(Not applicable. For expectations regarding themes in literary texts, see RL.2.)
	RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	RL.5.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5. (See more on qualitative and quantitative dimensions of text complexity.)

ENTRY POINTS to Reading Standards for Literature in Grades 4–5

Less Complex

More Complex

The student will:

Key Ideas and Details

For **literary** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Answer comprehension questions using citations from a literary text (i.e., in relation to a story or poem)

2. Central Theme:

- Describe the central message of a literary text
- Recount or summarize a portion of a literary text
- Identify the central message in a text

3. Character Analysis:

 Identify the main character(s) in a literary text

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

For **literary** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Produce relevant questions about a text

2. Central Theme:

- Retell key events from a story or poem in chronological order
- Match a passage or story to a theme
- Make predictions about events in a literary text

3. Character Analysis:

- Describe the traits, features, and/or qualities of a character in a story or poem
- Show/express the traits, features, and/or qualities of a character in a story or poem

The student will:

For **literary** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Paraphrase a text when answering comprehension questions or making an inference

2. Central Theme:

- Identify a lesson learned from a folktale, fable, or myth
- Identify the theme of a story or poem
- Summarize a literary text using your own words
- Determine how the events of a literary text connect to the central message

3. Character Analysis:

 Compare and contrast characters in a story or poem

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Craft and Structure

4. Word Meaning:

- Illustrate examples of given figurative language found in a literary text
- ◆ Identify similes in a literary text (e.g., "Pretty as a picture")
- Identify metaphors in a literary text (e.g., "All the world's a stage.")
- Identify allusions in a literary text (e.g., "Chocolate is her Achilles" heel.")

4. Word Meaning:

 Identify phrases and/or passages that contain figurative language in a literary text

5. Text Structure:

 Describe the overall structure (i.e., elements) of a literary text, including how the beginning introduces the story and the ending concludes the action

4. Word Meaning:

- Identify the meaning of phrases that contain figurative language in a literary text
- Identify similes, metaphors, and/or allusions to mythology in a literary text

5. Text Structure:

 Cite examples from early in a literary text that suggest or explain events that will occur later in the story or poem (foreshadowing)

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ENTRY POINTS to Reading Standards for Literature in Grades 4–5

Less Complex

More Complex

Craft and Structure (continued)

<u>The student will:</u>

5. Text Structure:

- Identify examples of rhythm in a literary text (e.g., poem or song)
- Identify the elements of a drama (e.g., scene, stage directions, cast of characters, etc.)

6. Point of View:

Describe the point of view of a character in a literary text (story or poem)

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

- Identify clues from early in the literary text that suggest or explain events later in the text (foreshadowing)
- Identify common elements in folktales, myths, and fables

6. Point of View:

Describe the different points of view of characters in a literary text (story or poem)

The student will:

6. Point of View:

- Express personal point of view about a character in a literary text
- Express personal point of view about a literary text (story or poem)

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Integration of Knowledge and Ideas

7. Content Integration/Analysis:

- Describe how visual and/or multimedia elements of a passage connect to the literary text
- **Identify** connections between written and video versions of the same literary text

8. Argument Analysis:

(Not applicable to literature)

9. Text Analysis:

- Identify similarities and differences between two literary texts
- List similarities between two literary texts by the same author
- Identify the differences between two literary texts by the same author

7. Content Integration/Analysis:

Compare a literary text from a book with its multimedia adaptation (i.e., film/video or drama)

8. Argument Analysis:

(Not applicable to literature)

9. Text Analysis:

Compare two versions of the same story or poem (e.g., Cinderella and Rough-Face Girl)

7. Content Integration/Analysis:

Determine how visuals in a passage contribute to the overall meaning and/or tone of a literary text

Argument Analysis:

(Not applicable to literature)

9. Text Analysis:

- Compare and contrast two literary texts with similar characters, themes, or ideas
- Make comparisons between works of poetry, prose, and drama

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Range of Reading and Level of Text Complexity

Continue to read and comprehend literature proficiently, including stories, dramas, and poems that approach grade-level complexity, with scaffolding and support as needed.

Grade 6					
Cluster		Standards as written			
Key Ideas and Details	RL.6.1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)			
	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.			
	RL.6.3	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.			
		For example, students read Black Ships Before Troy, Rosemary Sutcliff's retelling of Homer's Iliad. As they read, they keep journals in which they keep track of the plot and relationships among characters and their motivations, and they make illustrations of scenes in the epic. They discuss the characteristics of a hero in classical Greek literature and write essays about a character of their choice, arguing whether or not the character is a hero. (RL.6.1, RL.6.3, W.6.1)			
Craft and RL.6.4 Structure		Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)			
	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.			
	RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.			
Integration of Knowledge	RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text.			
and Ideas	RL.6.8	(Not applicable. For expectations regarding themes in literary texts, see RL.2.)			
	RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.			
Range of Reading and Level of Text Complexity	RL.6.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. (See more on qualitative and quantitative dimensions of text complexity.)			

Grade 7					
Cluster		Standards as written			
Key Ideas and Details RL.7.1		Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)			
	RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.			
	RL.7.3	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).			
Craft and Structure RL.7.4		Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)			
	RL.7.5	Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).			
	RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.			
Knowledge and Ideas Form		Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.			
		For example, students analyze how an author uses words and phrases to create a mood of fear in a print text and compare that to the way a film director creates a similar mood with settings and images, sounds, lighting, and camera angles.			
		(Not applicable. For expectations regarding themes in literary texts, see RL.2.)			
	RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			
		For example, students read Mark Twain's The Adventures of Tom Sawyer and selections from Twain's autobiography. They explore the conflicts and tensions in the novel, including the honesty, lies, and oaths by various characters and their consequences, and historical conflicts, such as the prejudices of mid-nineteenth-century America. Students write an essay on one of the conflicts and deliver an oral report, using evidence to support their arguments and conclusions. (RL.7.1, RL.7.9, RI.7.1, W.7.1, SL.7.4)			
Range of Reading and Level of Text Complexity	RL.7.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. (See more on qualitative and quantitative dimensions of text complexity.)			

Grade 8					
Cluster		Standards as written			
Key Ideas and Details	RL.8.1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)			
	RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.			
	RL.8.3	Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.			
Craft and Structure	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, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)				
	RL.8.5	Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.			
	RL.8.6	Analyze how differences in point of view between characters and audience (e.g., created through the use of dramatic irony) create such effects as suspense or humor.			
Integration of Knowledge and Ideas	RL.8.7	Analyze the extent to which an audio, filmed, or staged production of a story, drama, or poem stays faithful to or departs from the original text or script, evaluating the choices made by the director or performer(s).			
<u> </u>	RL.8.8	(Not applicable. For expectations regarding themes in literary texts, see RL.2.)			
	RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.			
Range of Reading and Level of Text Complexity	RL.8.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. (See more on qualitative and quantitative dimensions of text complexity.)			

ENTRY POINTS to Reading Standards for Literature in Grades 6–8

Less Complex

More Complex

The student will:

Key Ideas and Details

For **literary** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Summarize key events in a literary text

2. Central Theme:

 Describe the main idea of a literary text

3. Character Analysis:

- Describe how the setting affects one or more characters in a literary text
- Identify the conflict in a literary text
- Describe the feelings between two characters in a literary text (e.g., friendly, loyal, afraid, suspicious)

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

For **literary** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Summarize what a text says, citing examples from the text

2. Central Theme:

 Identify the theme of a literary text

3. Character Analysis:

- Describe how the characters respond to the conflict in a story or poem
- ◆ Identify the resolution of the conflict in a story or poem

The student will:

For **literary** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Identify details from a text to support an inference (i.e., a conclusion)

2. Central Theme:

 Identify passages in a text that illustrate or summarize the main idea or theme

3. Character Analysis:

- Describe how a character changes as a story unfolds in a story, poem, or drama
- Explain how a character's actions and/or words affect the resolution of a conflict in a story, poem, or drama

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Craft and Structure

4. Word Meaning:

- Cite examples of imagery in a literary text (story, poem, or drama)
- Cite examples of figurative language in a literary text (story, poem, or drama)

5. Text Structure:

 Compare two works of poetry, prose, or drama

6. Point of View:

 Describe an author's tone in a work of literature (e.g., serious, formal, humorous, playful, friendly, informal, frightening)

4. Word Meaning:

- Determine the meaning of imagery in a literary text (story, poem, or drama)
- Determine the meaning of figurative language in a literary text (story, poem, or drama)
- List examples of symbols used in a literary work

5. Text Structure:

- Describe how a sentence, chapter or stanza helps develop a plot or setting
- Identify how elements of sound in poetry affect a specific verse or stanza of a poem (alliteration, onomatopoeia, rhyme)

4. Word Meaning:

- Describe how imagery and figurative language are used to set the tone of a literary text or drama
- (e.g., sad, mysterious, playful)
- Identify words and/or phrases that demonstrate irony in literature (humor, sarcasm, non-literal meaning)

5. Text Structure:

- Describe the structures used in different forms of poetry
- Compare and contrast the characteristics of poems, drama, and prose

ENTRY POINTS to Reading Standards for Literature in Grades 6–8

Less Complex

More Complex

	The student will:		The student will:		The student will:
Craft and Structure (continued)	See entry points for earlier grades in this or a related cluster that are challenging and use age- appropriate materials	6. ♦	Point of View: Locate words and/or phrases that demonstrate mood, tone, or point of view in a literary text	♦ 6. ♦	Describe how the structure of a story, poem, or drama contributes to meaning (i.e. flashback in a story) Point of View: Describe how different points of view create either a mood or tone in a work of literature
				con	ntinue to address skills and repts that approach grade- el expectations in this cluster
 Integration of Knowledge and Ideas	 7. Content Integration/Analysis: List differences between a literary text and its multimedia adaptation Describe similarities and differences between a literary text and its multimedia adaptation 8. Argument Analysis: (Not applicable to literature) 9. Text Analysis: Compare and contrast stories, myths, and texts from different cultures that address the same topic Identify fictional versus nonfictional portrayals of a historical period See entry points for earlier grades in this or a related cluster that are challenging and use ageappropriate materials 	7. * 8. * 9.	Content Integration/Analysis: List character differences in a literary text and in its multimedia adaptation Argument Analysis: (Not applicable to literature) Text Analysis: Identify the standard features between two texts (e.g., conflicts/heroics) Identify situations in a work of historical fiction that refer to actual historical events	7.	Content Integration/Analysis: Describe how multimedia enhancements affect the telling of a literary text (e.g., lighting, color, and sound)
Range of Reading and Level of Text			iterature proficiently, including s ith scaffolding and support as no		

Complexity

Grades 9–10						
Cluster		Standards as written				
Key Ideas and Details	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.				
RL.9-10.2		Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.				
	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.				
Craft and Structure	RL.9-10.4	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)				
	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.				
	RL.9-10.6	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.				
Knowledge documentary, book review); provide a summary of		Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.				
<u> </u>	RL.9-10.8	(Not applicable. For expectations regarding themes in literary texts, see RL.2.)				
	RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).				
Range of Reading and Level of Text Complexity	RL.9-10.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See more on qualitative and quantitative dimensions of text complexity.)				
		For example, Students respond to, analyze, and compare a variety of poems that exemplify the range of poetry's dramatic power, such as Robert Browning's "My Last Duchess," Elizabeth Bishop's "Fish," Robert Frost's "Out, Out" (along with Macbeth's soliloquy in Act V of Macbeth), and Amy Lowell's "Patterns." They then use these poems as models as they write poems of their own that reflect a dramatic moment or event. (RL.9–10.10, W.9–10.3)				

Grades 11–12				
Cluster		Standards as written		
Key Ideas and Details	RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		
	RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text.		
	RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		
Craft and Structure	RL.11-12.4	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)		
	RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.		
	RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission).		
Integration of Knowledge	RL.11-12.7	Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.		
and Ideas	RL.11-12.8	(Not applicable. For expectations regarding themes in literary texts, see RL.2		
	RL.11-12.9	Demonstrate knowledge of eighteenth, nineteenth and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		
		For example, students read The Scarlet Letter by Nathaniel Hawthorne. In order to deepen their understanding of the early colonial period and of Puritan beliefs, they read poems by Anne Bradstreet, transcripts of witch trials in Salem, "Sinners in the Hands of an Angry God," by Jonathan Edwards (a sermon written during the Great Awakening), and excerpts from several colonial-era diaries (Judge Sewall, William Byrd III, Mary Rowlandson). Then students write an essay in which they relate what they have learned from these other texts to events, characters, and themes in The Scarlet Letter. (RL.11–12.9, RI.11–12.2, W.11–12.2)		
Range of Reading and Level of Text Complexity	RL.11-12.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See more on qualitative and quantitative dimensions of text complexity.)		

ENTRY POINTS to Reading Standards for Literature in Grades 9 –12

Less Complex

More Complex

The student will:

Key Ideas and Details

For **literary** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Summarize key events in a literary text

2. Central Theme:

 Identify the central theme or main idea of a literary text

3. Character Analysis:

- Describe how the setting affects plot and/or development of character(s) in a literary text
- Describe how characters interact with other characters in a literary text

See entry points for earlier grades in this or a related cluster that are challenging and use ageappropriate materials

The student will:

For **literary** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Make inferences, citing evidence from a literary text

2. Central Theme:

 Describe the central theme or main idea of a literary text

3. Character Analysis:

 Describe how the interaction of characters contributes to the development of a plot of a literary text

The student will:

For **literary** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Cite evidence from a literary text to support inferences (conclusions)

2. Central Theme:

 Analyze the development of the central theme or main idea of a literary text

3. Character Analysis:

- Analyze how the interaction of characters contributes to the development of a theme of a literary text
- Explain how characters' motivations in a literary text affect their interactions with other characters

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Craft and Structure

4. Word Meaning:

- Identify examples of figurative language, including symbols and metaphors, in a literary text
- Identify the meaning of phrases and/or passages that contain figurative language in a literary text

5. Text Structure:

 Sequence events in chronological order in a literary text

4. Word Meaning:

- Identify words with multiple meanings in a literary text
- Identify the unstated meanings or implications of words in a literary text (e.g., "childlike," "youthful," "childish," and "young" may imply immaturity)
- Determine the effect of figurative language on meaning in a literary text

5. Text Structure:

 Describe how the author orders events to create a mood (e.g., humor, mystery, tension, confusion) in a literary text or passage

4. Word Meaning:

- Match words or phrases to their meaning from a work by Shakespeare
- Identify quotes that convey a particular meaning from a work by Shakespeare
- Analyze the impact of figurative language on a literary text

5. Text Structure:

- Identify parallel plots in a literary text
- Describe how an author's choices to structure a text contribute to its meaning

ENTRY POINTS to Reading Standards for Literature in Grades 9 –12

Less Complex

More Complex

Craft and Structure (continued)

The student will:

6. Point of View:

- Identify the point of view of the author in a literary text
- Identify the perspectives of characters in a literary text

See entry points for earlier grades in this or a related cluster that are challenging and use ageappropriate materials

The student will:

6. Point of View:

- Identify unique cultural details in a literary text from outside the United States
- Identify the tone of a literary text, (e.g., suspense, drama, irony, mystery)

The student will:

6. Point of View:

- Compare different points of view in a literary text, citing examples from the text
- Relate the experiences of a character in a literary text from outside the United States to the reader's own experience

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Integration of Knowledge and Ideas

7. Content Integration/Analysis:

- Identify literary texts (stories, poems, or dramas), paintings and/or sculptures that address the same topic
- 8. Argument Analysis:
- (Not applicable to literature)

9. Text Analysis:

- Match a literary work to the time period in which it was written.
- Compare the language of literary texts written today with that of texts written in the 19th century

See entry points for earlier grades in this or a related cluster that are challenging and use ageappropriate materials

7. Content Integration/Analysis:

Compare literary texts with paintings or sculptures that address the same topic

8. Argument Analysis:

(Not applicable to literature)

9. Text Analysis:

- Compare the language of literary texts written today with that of texts written in the 18th and 19th centuries
- Identify differences between works of literature that address similar themes or topics across different time periods (e.g., differences in setting, characters, language, dress)

7. Content Integration/Analysis:

Compare multiple interpretations of the same story

Argument Analysis:

(Not applicable to literature)

9. Text Analysis:

- Describe how a work of literature relates to the current events of the time period in which the work was written
- Compare the language of literary texts written today with that of texts written in the 16th and 17th centuries

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Range of Reading and Level of Text Complexity

Continue to read and comprehend literature proficiently, including stories, dramas, and poems that approach grade-level complexity, with scaffolding and support as needed.

Reading – Informational Text

	Standards	Entry Points	Access Skills
Pre-K	Page 33	Pages 38 – 41	Pages 38 – 41
K	Page 34	Pages 38 – 41	
1	Page 35	Pages 38 – 41	
2	Page 36	Pages 38 – 41	
3	Page 37	Pages 38 – 41	
4	Page 42	Pages 44 – 46	
5	Page 43	Pages 44 – 46	
6	Page 47	Pages 50 – 52	
7	Page 48	Pages 50 – 52	
8	Page 49	Pages 50 – 52	
9-10	Page 53	Pages 55 – 57	
11-12	Page 54	Pages 55 – 57	

Fall 2023

CONTENT AREA English Language Arts **STRAND** Reading – Informational Text

		Pre-Kindergarten			
Cluster		Standards as written			
Key Ideas and Details RI.PK.1		With prompting and support, ask and answer questions about an informational text read aloud.			
	RI.PK.2	With prompting and support, recall important facts from an informational text after hearing it read aloud.			
		For example, students participate in discussions about the senses of sight, hearing, taste, touch, and smell. They listen to read-alouds of a number of books on the topic, such as Aliki's My Five Senses, learn new vocabulary, and draw pictures and dictate words to show the importance of one of the senses. (RI.PK.2, RI.PK.4, W.PK.2, L.PK.6)			
	RI.PK.3	With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop).			
Craft and RI.PK.4 Structure		With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud. (See pre-kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.)			
	RI.PK.5	(Begins in kindergarten or when the individual child is ready.)			
	RI.PK.6	With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud. (See pre-kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.)			
Integration of Knowledge	RI.PK.7	With prompting and support, describe important details from an illustration or photograph.			
and Ideas	PRI.K.8	(Begins in kindergarten or when the individual child is ready.)			
	RI.PK.9	With prompting and support, describe important details from an illustration or photograph.			
Range of Reading and Level of Text Complexity	RI.PK.10	Listen actively as an individual and as a member of a group to a variety of age- appropriate informational texts read aloud.			

CONTENT AREA English Language Arts **STRAND** Reading – Informational Text

Kindergarten					
Cluster		Standards as written			
Key Ideas and	RI.K.1	With prompting and support, ask and answer questions about key details in a text.			
Details	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.			
	RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.			
Craft and Structure	RI.K.4	With prompting and support, ask and answer questions about unknown words in a text. (See kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.)			
	RI.K.5	Identify the front cover, back cover, and title page of a book.			
RI.K.6		Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.			
Integration of Knowledge and Ideas		With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).			
		For example, students study the life cycles of plants and animals. Read-alouds from books such as One Bean by Anne Rockwell, From Seed to Plant by Gail Gibbons, and A Tree is a Plant by Clyde Robert Bulla introduce students to core science concepts and vocabulary through illustrations and words. Students draw, dictate, and write observations in science journals. (RI.K.2, RI.K.4, RI.K.7, SL.K.5, L.K.6)			
	RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.			
	RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures).			
Range of Reading and Level of Text Complexity	RI.K.10	Actively engage in group reading activities with purpose and understanding.			

Grade 1				
Cluster		Standards as written		
Key Ideas and	RI.1.1	Ask and answer questions about key details in a text.		
Details	RI.1.2	Identify the main topic and retell key details of a text.		
	RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
courageous in the pursuit of justice for a variety of reasons throughout U history. Among the books read are Elizabeth Leads the Way (about Elizab Stanton) by Margot Theis Raven, Side by Side: the Story of Dolores Huer Chavez by Monica Brown, Jackie Robinson by Wil Mara, and Ruby Bridges Coles. After reading these true stories, students write their own biograph		Students read and listen to the teacher read biographies of individuals who were courageous in the pursuit of justice for a variety of reasons throughout United States history. Among the books read are Elizabeth Leads the Way (about Elizabeth Cady Stanton) by Margot Theis Raven, Side by Side: the Story of Dolores Huerta and Carlos Chavez by Monica Brown, Jackie Robinson by Wil Mara, and Ruby Bridges by Robert Coles. After reading these true stories, students write their own biography of a person who worked for justice. (RI.1.3, W.1.2, W.1.3)		
Craft and RI.1.4 Structure		Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language Standards 4–6 on applying knowledge of vocabulary to reading.)		
	RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		
	RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		
Integration of	RI.1.7	Use the illustrations and details in a text to describe its key ideas.		
Knowledge and Ideas	RI.1.8	Identify the reasons an author gives to support points in a text.		
	RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
Range of Reading and Level of Text Complexity	RI.1.10			

Grade 2				
Cluster		Standards as written		
Key Ideas and RI.2.1		Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
2 stalls	RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		
	RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.		
		For example, as they are learning to subtract numbers within 1,000 in math, students read Shark Swimathon by Stuart Murphy and use mathematical reasoning to keep track of how many laps the shark swim team members swim each in order to predict whether or not the sharks will make their goal.		
Structure R1.2.4 subject area. (See grade 2 Language Standards 4–6 on applying kno		Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)		
	RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		
RI.2.6		Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
Integration of Knowledge and Ideas	RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		
anu iueas		For example, in a social studies unit on understanding the information in different types of maps and how to use a world atlas, students compare the physical geography of North America and Africa. They interpret maps and read how geography influenced the life of a Kenyan woman who used her knowledge to restore fertility to the land. Among the books they read at different levels of complexity are Wangari's Trees of Peace: A True Story from Africa by Jeanette Winter, Seeds of Change: Wangari's Gift to the World by Jen Cullerton Johnson, and Planting the Trees of Kenya, the Story of Wangari Maathai by Claire Nivola. (R1.2.1, R1.2.7, SL.2.1)		
	RI.2.8	Describe how reasons support specific points the author makes in a text.		
	RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.		
Range of Reading and Level of Text Complexity	RI.2.10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. (See more on qualitative and quantitative dimensions of text complexity.)		

		Grade 3		
Cluster		Standards as written		
Key Ideas and RI.3.1 Details		Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.		
	RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		
Craft and Structure	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)		
	RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		
RI.3.6		For example, students study the characteristics and text features of informational text. Then they develop a research question about a topic of interest, conduct research to locate information, and write a report that uses the text features they have studied—such as a table of contents, headings and subheadings, informative illustrations, an index, and a glossary. (RI.3.5, W.3.2, W.3.7)		
		Distinguish their own point of view from that of the author of a text.		
Integration of Knowledge and Ideas R1.3.8		Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		
		Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		
	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.		
Range of Reading and Level of Text Complexity	RI.3.10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. (See more on qualitative and quantitative dimensions of text complexity.)		

ENTRY POINTS and ACCESS SKILLS to Reading Standards for Informational Text in Grades Pre-K-3

Less Complex

More Complex

ACCESS SKILLS The student will:

Key Ideas and Details

- Respond to materials representing informational text
- Track (shift focus from materials to speaker) materials representing informational text
- Grasp (hold)
 materials
 representing
 informational text
- Release or give to another person materials representing informational text
- Move materials representing informational text
- Orient or manipulate materials representing informational text
- Functionally use materials representing informational text
- Locate objects partially hidden or out of sight to materials representing informational text
- Construct or assemble materials related to informational text
- Activate device in an activity related to informational text

The student will:

For **informational** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

- Show/express one or more details from an informational text
- Answer basic comprehension questions about an informational text

2. Main Ideas:

 Show/express the main idea of an informational text

3. Connections:

 Identify events, individuals, and/or concepts from an informational text

ENTRY POINTS The student will:

For **informational** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Identify supporting details from an informational text

2. Main Ideas:

- Identify the main topic of an informational text
- Retell key details of an informational text

3. Connections:

- Identify key events or concepts in an informational text
- Show how events and/or concepts are connected in an informational text

The student will:

For **informational** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

- Respond to questions about a specific topic in an informational text (e.g., based on Planets, how many are in our Solar System?)
- Describe facts learned from an informational text
- Produce relevant questions about an informational text

2. Main Ideas:

- Describe the main idea of an informational text and include how the details support the main idea.
- Determine the main idea of an informational text and supporting details within the text

3. Connections:

◆ Identify events or concepts from an informational text using language that shows time sequence or cause/effect to show how they are connected

ENTRY POINTS and ACCESS SKILLS to Reading Standards for Informational Text in Grades Pre-K-3

Less Complex

	ACCESS SKILLS The student will:	The student will:	ENTRY POINTS The student will:	<u>The student</u> <u>will:</u>
Key Ideas and Details (continued)	 Imitate action in an activity related to informational text Initiate cause and effect response in an activity related to informational text Sustain activity through response related to informational text Gain attention in a activity related to informational text Make a request in an activity related to informational text Choose from an array of errorless choices related to informational text Use one object to act on another related to informational text Use a pointer to tap) Attend visually, aurally, or tactilely to materials representing informational text 			Continue to address skills and concepts that approach grade-level expectations in this cluster
Craft and Structure	 Activate device in an activity related to informational text Imitate action in an activity related to informational text Initiate cause and effect response in an activity related to informational text 	 4. Word Meaning: Identify the meaning of words in an informational text 5. Text Structure: Match words to their corresponding illustrations in an informational text 	 Word Meaning: Determine the meaning of words, phrases, and/or sentences read aloud or encountered in an informational text 	 Word Meaning: Answer questions about unknown words, phrases, and/or sentences to demonstrate understanding of an informational text

ENTRY POINTS and ACCESS SKILLS to Reading Standards for Informational Text in Grades Pre-K-3

Less Complex

More Complex

	ACCESS SKILLS The student will:	<u>The student</u> <u>will:</u>	ENTRY POINTS The student will:	The student will:
Craft and Structure (continued)	 ♦ Sustain activity through response related to informational text ♦ Make a request in an activity related to informational text ♦ Choose from an array of errorless choices related to informational text ♦ Use one object to act on another related to informational text (e.g., use a pointer to tap) ♦ Gain attention in a activity related to informational text ♦ Match pictures to their corresponding illustration (picture) in an informational text 	6. Point of View: ◆ Create a relevant illustration for an informational text	 5. Text Structure: Describe the meaning of illustrations in an informational text Identify types of text features found in an informational text (i.e., headings, diagrams, tables, etc.) 6. Point of View: Identify the role of the illustrator in presenting the ideas or information in an informational text 	 5. Text Structure: Locate key facts and information using text features (e.g., headings, tables of contents, glossaries, indices, captions, bold print, icons) 6. Point of View: Identify the author's point of view in an informational text Identify the main purpose of an informational text Describe the difference between the authors point of view and the readers own point of view about a topic in an informational text
Integration of Knowledge and Ideas	 ◆ Identify self in a social story ◆ Respond to materials representing informational text ◆ Track (shift focus from materials to speaker) materials representing informational text ◆ Turn pages of an informational text ◆ Choose from an array of errorless objects that relate to the informational text 	 7. Content Integration/ Analysis: Describe details from an illustration or photograph in an informational text 8. Argument Analysis: Identify the points an author of an informational text is attempting to convey 	 7. Content Integration/ Analysis: ◆ Describe how images or illustrations support the ideas in an informational text 8. Argument Analysis: ◆ Identify a claim in an informational text 	 7. Content Integration/ Analysis: Use illustrations in an informational text to describe how they connect to the main idea of the text

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ENTRY POINTS and ACCESS SKILLS to Reading Standards for Informational Text in Grades Pre-K-3

Less Complex

	ACCESS SKILLS The student will:	The student will:	ENTRY POINTS The student will:	The student will:
Integration of Knowledge and Ideas (continued)	◆ Attend visually, aurally, or tactilely to materials representing informational text	9. Text Analysis: ◆ Identify basic similarities and differences between two texts on the same topic	 9. Text Analysis: Identify differences between two informational texts on the same topic Identify similarities between two informational texts on the same topic 	8. Argument Analysis: ◆ Describe the connection between sentences in an informational text (e.g., comparison, cause/effect, sequence of events)
				 9. Text Analysis: Identify common key details in two informational texts on the same topic Compare and contrast two informational texts on the same topic
				Continue to address skills and concepts that approach grade-level expectations in this cluster
Range of Reading and Level of Text Complexity			texts that approach grade-lethematics, history/social stu	

		Grade 4		
Cluster		Standards as written		
Key Ideas and RI.4.1 Details		Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.		
	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.		
	For example, students read parts of I, Columbus, a retelling of entries from Columbus's journal of 1492-93 by Peter and Connie Roop. In pairs, they summarize important facts about Columbus's voyage, arrival, search for gold, failure to understand the treasures on the islands, and return to Spain. They use what they have learned to write reports, which they display in the library. (RI.4.2, W.4.2, W.4.4)			
	RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.		
Craft and Structure R1.4.4		Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)		
		Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		
	RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		
Knowledge diagrams, timelines, animations, or interactive elements on webp		Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.		
	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.		
	RI.4.9	Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.		
Range of Reading and Level of Text Complexity	RI.4.10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. (See more on qualitative and quantitative dimensions of text complexity.)		

		Grade 5		
Cluster		Standards as written		
Key Ideas and Details RI.5.1		Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)		
	RI.5.2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.		
	RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.		
		For example, in a social studies unit, students examine the expedition of Lewis and Clark. They analyze primary and secondary sources to determine the historical importance of the journey of the Corps of Discovery, and to build understanding that there can be multiple perspectives on historical events. (RI.5.3, RI.5.6, RI.5.7)		
Craft and R1.5.4 Structure		Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)		
	RI.5.5	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.		
	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.		
Integration of Knowledge	RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		
and Ideas	RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		
	RI.5.9	Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.		
Range of Reading and Level of Text Complexity	RI.5.10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5. (See more on qualitative and quantitative dimensions of text complexity).		

ENTRY POINTS to Reading Standards for Informational Text in Grades 4–5

Less Complex

More Complex

The student will:

Key Ideas and Details

For **informational** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Answer comprehension questions to demonstrate understanding of an informational text

2. Main Ideas:

- Identify the topic of an informational text
- Retell key details of an informational text

3. Connections:

 Identify events, procedures, ideas, or concepts presented in an informational text

NOTE: Domain-specific words (see 4. below) are those words used in a particular field of study; for example, "millennium" in history.

The student will:

For **Informational** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

- Answer comprehension questions to demonstrate understanding of an informational text
- Answer comprehension questions using citations and/or quotes from the text
- Answer questions about a mathematical, historical, scientific, or technical text, referring explicitly to the text as the basis for the answers

2. Main Ideas:

 Identify the main idea and key details of an informational text

3. Connections:

- Identify similarities between two historical events
- Identify similarities between two scientific ideas or concepts
- Describe the relationship or interaction between two individuals, events, ideas, or pieces of information in an informational text (e.g., cause/effect, comparison)

The student will:

For **informational** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

- Make inferences, citing details and facts from an informational text
- Answer comprehension questions, about an informational text, using citations and/or quotes
- Paraphrase an informational text when making inferences and/or answering comprehension questions

2. Main Ideas:

- Determine the main idea of an informational text
- Identify key details that support the main idea of a text
- Summarize an informational text using the student's own words.

3. Connections:

 Describe the relationship or interaction (e.g., comparison, first/second/ third in a sequence, cause and effect) between historical events, scientific ideas, or mathematical concepts in an informational text

Continue to address skills and concepts that approach gradelevel expectations in this cluster

ENTRY POINTS to Reading Standards for Informational Text in Grades 4–5

Less Complex

More Complex

Craft and Structure

The student will:

4. Word Meaning:

- Define and/or apply domain-specific words in an informational text (e.g., terms related to civics, geography, economics, science, math, arts)
- Determine the meaning of words and phrases based on corresponding illustrations in an informational text

5. Text Structure:

- Identify key information in an informational text by using the table of contents, electronic menus, and/or icons
- Identify transitional words that are associated with text structure within an informational text (e.g., First, Second, Third for chronology, etc.)

6. Point of View:

 Provide examples from an informational text that establish an author's point of view

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

4. Word Meaning:

 Determine the meaning of general academic words or phrases in an informational text, using reference materials (e.g., dictionary or thesaurus)

5. Text Structure:

 Locate and use headings, captions, and bold print to identify key facts or information in an informational text

6. Point of View:

- Distinguish the author's point of view in an informational text from one's own point of view.
- List evidence that supports a particular viewpoint in an informational text

The student will:

4. Word Meaning:

 Define domain-specific words and/or phrases in an informational text, using reference materials

5. Text Structure:

- Identify how information is relevant to a topic in an informational text by locating subheadings, keywords, sidebars, and hyperlinks
- Describe differences between text structures in informational texts

6. Point of View

- List and explain evidence that supports a particular viewpoint in an informational text
- Show important similarities and differences from multiple texts on the same topic

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Integration of Knowledge and Ideas

7. Content Integration/ Analysis:

- Explain how specific images contribute to and clarify an informational text
- Answer questions about graphs, charts, and/or diagrams in an informational text

7. Content Integration/ Analysis:

- Answer questions based on information gained from illustrations in an informational text
- Compare and contrast illustrations (e.g., drawings, photographs, graphs/charts) from different informational texts on the same topic

7. Content Integration/ Analysis:

 Explain how information presented visually, orally, or quantitatively contributes to an understanding of an informational text (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on a Web page)

ENTRY POINTS to Reading Standards for Informational Text in Grades 4-5

Less Complex

More Complex

The student will:

8. Argument Analysis:

Identify reasons the author uses to support an idea or conclusion in an informational text

9. Text Analysis:

- Identify differences in key details and important points when reading two informational texts on the same topic
- Identify similarities in key details and important points when reading two informational texts on the same topic

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

8. Argument Analysis:

Describe how previously identified reasons support specific points the author makes in an informational

9. Text Analysis:

Compare and contrast key details in two texts on the same topic

The student will:

Make inferences about an informational text based on illustrations (e.g., charts, graphs, diagrams, or animations)

8. Argument Analysis:

Identify the logical connection among particular phrases, sentences, and paragraphs in a text (cause/effect, first/second/third in a sequence, comparison)

9. Text Analysis:

Synthesize key information from two texts on the same topic

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Range of Reading and Level of Text Complexity

Integration of

Knowledge

and Ideas

(cont.)

Continue to read and comprehend informational texts that approach grade-level complexity, with scaffolding and support as needed, including history/social studies, mathematics, science, and technical texts.

		Grade 6	
Cluster		Standards as written	
Key Ideas and Details RI.6.1		Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)	
	RI.6.2	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.	
	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
Structure figurative, meaning a		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	
	RI.6.5	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.	
	RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
Knowledge graphs, photographs, videos, maps) as well as in w		Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.	
	RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	
	RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	
Range of Reading and Level of Text Complexity	RI.6.10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. (See more on qualitative and quantitative dimensions of text complexity.)	

	Grade 7				
Cluster		Standards as written			
Key Ideas and Details	RI.7.1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)			
	RI.7.2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.			
	RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).			
Structure figurative, connotative, and tech word choice on meaning and tor		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)			
		For example, students read David Macaulay's Cathedral: The Story of its Construction and analyze how he uses words and images to depict the complex process of architectural design and the sequence of construction in the medieval period. In order to develop a thesis about the characteristics of Macaulay's style as a writer/illustrator, they examine a collection of his books and write an essay about his style as a writer of literary nonfiction. (RI.7.1, RI.7.4, W.7.2, W.7.9)			
	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.			
	RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.			
Integration of Knowledge and Ideas	RI.7.7	Compare and contrast a written text to an audio, video, or multimedia version, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).			
	RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.			
	RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.			
Range of Reading and Level of Text Complexity	RI.7.10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. (See more on qualitative and quantitative dimensions of text complexity.)			

		Grade 8	
Cluster		Standards as written	
Key Ideas and Details RI.8.1		Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)	
	RI.8.2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.	
	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	
Craft and Structure	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific work choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.	
	RI.8.5	Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.	
	RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	
Integration of Knowledge	RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	
and Ideas	RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	
	RI.8.9	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.	
Range of Reading and Level of Text Complexity	RI.8.10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.	

ENTRY POINTS to Reading Standards for Informational Text in Grades 6–8

Less Complex

More Complex

The student will:

Key Ideas and For Informational text r

For **informational** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Identify or select details from an informational text to support an inference

2. Main Ideas:

- Summarize an informational text
- Identify the central idea of an informational text
- Identify key details that support the central idea in an informational text

3. Connections:

 Sequence events, procedures, ideas, or concepts in an informational text

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

For **Informational** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Make inferences, citing evidence from the informational text

2. Main Ideas:

 Determine the central idea(s) of an informational text and explain how it is supported by key details

3. Connections:

 Explain the connection between individuals, ideas, or events in an informational text

The student will:

For **informational** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Identify specific quotes from a text to support a conclusion or inference from an informational text

2. Main Ideas:

 Summarize the central idea(s) of an informational text, using key details to support each central idea

3. Connections:

 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Craft and Structure

Details

4. Word Meaning:

 Locate examples of figurative language in a text

5. Text Structure:

- Describe the structures of different informational texts
- Describe the overall structure (e.g., comparison, cause/effect, problem/solution) in a text or part of a text

4. Word Meaning:

- Determine the meaning of figurative language in an informational text
- Identify technical words/phrases in an informational text

5. Text Structure:

 Determine how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text

4. Word Meaning:

- Determine the meaning of technical words/phrases from an informational text
- Locate examples of connotative language (language that implies meaning without being explicit, or conveys attitudes and feelings) in an informational text

ENTRY POINTS to Reading Standards for Informational Text in Grades 6–8

Less Complex

More Complex

The student will:

Craft and Structure (continued)

6. Point of View:

 Identify first- and secondhand accounts of the same event or topic in an informational text (e.g., autobiography and biography)

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

6. Point of View:

- Analyze an author's point of view in an informational text
- Compare and contrast firstand second-hand accounts of the same event or topic in an informational text

The student will:

5. Text Structure:

 Compare and contrast the overall structure of events, ideas, concepts, or information in two informational texts (e.g., chronology, comparison, cause/effect, problem/solution)

6. Point of View:

 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they present in informational text

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Integration of Knowledge and Ideas

Content Integration/ Analysis:

 Use information from multiple print or digital sources to locate an answer to a question quickly or to solve a problem efficiently

8. Argument Analysis:

 Differentiate the author's opinion from claims supported by specific evidence in an informational text

9. Text Analysis:

- Compare informational texts with different opinions on the same topic
- Identify conflicting information in multiple informational texts on the same topic

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

7. Content Integration/ Analysis:

- Identify similarities and differences in how an informational topic is presented in print form and in video
- Identify which medium best supports the presentation of an informational topic or idea
- Integrate information from different print or media sources to develop an understanding of a topic or issue in an informational text

8. Argument Analysis:

 Differentiate between claims that are supported by specific evidence or reasons and claims that are not supported in an informational text

7. Content Integration/ Analysis:

 Provide reasons or evidence to support why a particular informational text medium is better suited than another to address a topic or idea

8. Argument Analysis:

◆ Explain how the author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s) and/or which evidence is most convincing

9. Text Analysis:

 Integrate information from multiple informational texts on the same topic in order to identify where texts disagree on matters of fact or interpretation

ENTRY POINTS to Reading Standards for Informational Text in Grades 6–8

Less Complex

	The student will:	The student will:	The student will:
Integration of Knowledge and Ideas (continued)	9. ◆	Text Analysis: Identify differences in two authors' presentations, of events (e.g., a memoir written by a person and a biography about the same person) Identify similarities in two authors' presentations, of events (e.g., a memoir written by a person and a biography about the same person)	Continue to address skills and concepts that approach grade- level expectations in this cluster
Range of Reading and Level of Text Complexity	Continue to read and comprehend scaffolding and support as needed technical texts.	• •	. ,

	Grades 9–10			
Cluster		Standards as written		
Key Ideas and Details	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.		
	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.		
	RI.9-10.3	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.		
Craft and Structure	RI.9-10.4	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)		
		For example, students at Levels 1–2 in English language proficiency study the American Civil Rights movement in their ESL class. The unit offers students contextualized, extended practice with discourse, sentence, and word/phrase dimensions of academic language targeted in the unit. Students develop academic language they can use to discuss and explain causes and effects of key events in the Civil Rights Movement, and argue about their significance. (RI.9–10.4, L.9–10.6)		
	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		
	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		
Integration of Knowledge and Ideas	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized or deemphasized in each account.		
	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements or incomplete truths and fallacious reasoning.		
	RI.9-10.9	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.		
Range of Reading and Level of Text Complexity	RI.9-10.10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See more on qualitative and quantitative dimensions of text complexity.)		

		Grades 11-12
Cluster		Standards as written
Key Ideas and Details RI.11-12.1		Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
	RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text.
	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	RI.11-12.4	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging.
		For example, in a unit on rhetorical analysis, students learn to recognize and understand the tools of argument and persuasion so that they may become informed and contributing citizens in a democracy. They are introduced to the terms ethos, logos, pathos, occasion, audience, and speaker, and use these rhetorical concepts to deconstruct an advertisement for a product, ballot question, or political candidate. After completing this exercise, they apply their knowledge to analyses of Coretta Scott King's "The Death Penalty is a Step Back," the speeches of Brutus and Marc Antony in Shakespeare's Julius Caesar, and the 1852 oration "What to the Slave is the Fourth of July" by Frederick Douglass. (RI.11–12.5, RI.11–12.6, SL.11–12.3)
	RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Integration of Knowledge and Ideas	RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.
and lasas	RI.11-12.8	Delineate and evaluate the reasoning in seminal historical texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist Papers, presidential addresses).
	RI.11-12.9	Analyze pre-twentieth-century documents of historical and literary significance (e.g., the Magna Carta, the Declaration of Independence, the Declaration of the Rights of Man, the Preamble to the Constitution, the Bill of Rights) for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity	RI.11-12.10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See more on qualitative and quantitative dimensions of text complexity.)

ENTRY POINTS to Reading Standards for Informational Text in Grades 9–12

Less Complex

More Complex

The student will:

Key Ideas and Details

For **Informational** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 List three or more specific facts from an informational text

2. Main Ideas:

- Summarize an informational text
- Identify the central idea of an informational text

3. Connections:

 Summarize how a key individual, event, or idea is introduced and described in an informational text

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

For **informational** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Cite explicit textual evidence to support analysis of what an informational text says

2. Main Ideas:

 Determine the central idea(s) of an informational text and identify details that support the central idea(s)

3. Connections:

 Describe the interactions among individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)

The student will:

For **informational** text read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

- Cite multiple examples of textual evidence to support an inference drawn from an informational text
- Cite explicit textual evidence that supports an analysis of what the informational text says

2. Main Ideas:

 Analyze the development of a central idea in an informational text, including its relationship to supporting ideas

3. Connections:

- Analyze how an informational text makes connections and distinctions among individuals, ideas, or events (e.g., through comparisons, analogies, or categories)
- Analyze how an author develops ideas and reveals details about a series of ideas or events in an informational text

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Craft and Structure

4. Word Meaning:

 Identify examples of figurative language in an informational text (e.g., From a biography find examples of figurative language)

4. Word Meaning:

 Describe how an author uses either figurative, connotative, or technical (select one) words or phrases over the course of an informational text

4. Word Meaning:

 Analyze the impact of specific word choices on meaning and tone in an informational text (e.g., figurative, connotative, or technical)

ENTRY POINTS to Reading Standards for Informational Text in Grades 9–12

Less Complex

More Complex

The student will:

Craft and Structure (continued)

5. Text Structure:

 Identify the structure an author uses to organize an informational text

6. Point of View:

 Determine the author's point of view or purpose in an informational text

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

5. Text Structure:

- Describe how a particular sentence, paragraph, chapter, or section contributes to the author's development of ideas in an informational text
- Analyze how major sections contribute to the whole in an informational text

6. Point of View:

- Describe how the author distinguishes his or her position from that of others in an informational text
- Compare the points of view of different authors on the same topic in an informational text

The student will:

 Analyze the impact of analogies or allusions to other informational texts on meaning and tone

5. Text Structure:

- Analyze specific sentences, paragraphs, or sections of a text to determine how an author develops his/her ideas or claims in an informational text
- Describe how the author uses the structure of an informational text to make it clear, convincing, and/or engaging
- Examine the effectiveness of the author's use of structure of an informational text

6. Point of View:

- Analyze how an author uses rhetoric to advance his or her point of view or purpose in an informational text
- Analyze how the author acknowledges and responds to conflicting evidence or viewpoints in an informational text

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Integration of Knowledge and Ideas

- 7. Content Integration/ Analysis:
- Identify texts that address the same topic in an informational text
- Identify primary and secondary sources of information on a topic in an informational text

7. Content Integration/ Analysis:

- Analyze how different media present a topic or event, including which details are emphasized in each format
- Identify common details and events found in different accounts of the same topic

Content Integration/ Analysis:

- Identify advantages and disadvantages of different media used to present a topic
- Compare and contrast an informational text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject

ENTRY POINTS to Reading Standards for Informational Text in Grades 9–12

Less Complex

More Complex

Integration of Knowledge and Ideas (continued)

The student will:

7. Argument Analysis:

- Identify the argument and specific claims in an informational text
- Cite examples of persuasive language in seminal US documents

8. Text Analysis:

- Match an informational text to the events of the time period in which it was written
- Compare and contrast two authors' presentations of events (e.g., a memoir written by a person and a biography about the same person)
- Answer key questions about seminal U.S. documents

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

8. Argument Analysis:

- Trace and evaluate the argument and specific claims in an informational text, distinguishing claims that are supported by reasons and evidence from claims that are not supported
- Describe the reasoning used in seminal U.S. documents to make a point

9. Text Analysis:

- 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
 - Identify two or more informational texts that provide conflicting information on the same topic, and analyze where the texts disagree on matters of fact or interpretation
- Identify one or more key concepts in a seminal U.S. document

<u>The student will:</u>

8. Argument Analysis:

- Identify examples of erroneous reasoning in an informational text
- ◆ Trace and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims

9. Text Analysis:

 Analyze seminal U.S. documents for their themes and purposes

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Range of Reading and Level of Text Complexity

Continue to read and comprehend informational texts that approach grade-level complexity, with scaffolding and support as needed, including mathematics, history/social studies, science, and technical texts.

Reading – Foundational Skills

	Standards	Entry Points	Access Skills
Pre-K	Page 59	Pages 62 – 64	Pages 62 – 63
K	Page 60	Pages 62 – 64	
1	Page 61	Pages 62 – 64	
2	Page 65	Page 69	
3	Page 66	Page 69	
4	Page 67	Page 69	
5	Page 68	Page 69	

		Pre-Kindergarten
Cluster		Standards as written
Print Concepts	MA.RF.PK.1	With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.
	MA.RF.PK.1a	Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.
	MA.RF.PK.1b	(Begins in kindergarten or when the individual child is ready.)
	MA.RF.PK.1c	(Begins in kindergarten or when the individual child is ready.)
	MA.RF.PK.1d	Recognize and name some uppercase letters of the alphabet and the lowercase letters in their own name.
	MA.RF.PK.2	With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	MA.RF.PK.2a	With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).
	MA.RF.PK.2b	With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.
MA.RF.PK.2c		Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.
	MA.RF.PK.2d	(Begins in kindergarten or when the individual child is ready.)
	MA.RF.PK.2e	(Begins in kindergarten or when the individual child is ready.)
Phonics and	MA.RF.PK.3	Demonstrate beginning understanding of phonics and word analysis skills.
Word Recognition	MA.RF.PK.3a	Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").
	MA.RF.PK.3b	(Begins in kindergarten or when the individual child is ready.)
	MA.RF.PK.3c	Recognize their own name and familiar common signs and labels (e.g., STOP).
	MA.RF.PK.3d	(Begins in kindergarten or when the individual child is ready.)
Fluency	MA.RF.PK.4	(Begins in kindergarten or when the individual child is ready.)

Kindergarten

Cluster		Standards as written
Print Concepts	RF.K.1	Demonstrate understanding of the organization and basic features of print.
	RF.K.1a	Follow words from left to right, top to bottom, and page by page.
RF.K.1b		Recognize that spoken words are represented in written language by specific sequences of letters.
	RF.K.1c	Understand that words are separated by spaces in print.
	RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
Phonological	RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Awareness	RF.K.2a	Recognize and produce rhyming words.
	RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
	RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.
	RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
Phonics and	RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Word Recognition	RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
	RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
	RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency	RF.K.4	Read early-emergent-reader texts with purpose and understanding.

		Grade 1
Cluster		Standards as written
Print	RF.1.1	Demonstrate understanding of the organization and basic features of print.
Concepts	RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.
	RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Word Recognition	RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.
,	RF.1.3b	Decode regularly spelled one-syllable words.
	RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.
	RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.
,	RF.1.3f	Read words with inflectional endings.
	RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.
Fluency	RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
	RF.1.4a	Read grade-level text with purpose and understanding.
	RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ENTRY POINTS and ACCESS SKILLS to Reading Standards: Foundational Skills in Grades Pre-K-1

Less Complex

	ACCESS SKILLS The student will:	The student will:	ENTRY POINTS The student will:	The student will:
Print Concepts	 Respond to materials related to phonics or word recognition Track (shift focus from materials to speaker) materials related to phonics or word recognition Grasp (hold) materials related to phonics or word recognition Release or give to another person materials related to phonics or word recognition Orient or manipulate materials related to phonics or word recognition Functionally use materials related to phonics or word recognition Locate partially hidden or out-of-sight materials related to phonics or word recognition Construct or assemble materials related to phonics or word recognition Activate device in an activity related to phonics or word recognition Imitate action in an activity related to phonics or word recognition Imitate action in an activity related to phonics or word recognition 	 Orient book right-side-up Handle a book or magazine and turn the pages appropriately Identify letters from non-letters Match letter to letter Follow printed words from left to right, top to bottom, page by page 	 ◆ Identify letters by name ◆ Find examples of letters in the environment 	 Identify letter(s) in student's name Match uppercase and lowercase letters Identify letters by name Locate examples of words in the environment Continue to address skills and concepts that approach grade-level expectations in this cluster

ENTRY POINTS and ACCESS SKILLS to Reading Standards: Foundational Skills in Grades Pre-K-1

Less Complex

	ACCESS SKILLS		ENTRY POINTS	
	The student will:	The student will:	The student will:	The student will:
Print Concepts (continued)	 Move materials related to phonics or word recognition Initiate cause-andeffect response in an activity related to phonics or word recognition Sustain activity through response related to phonics or word recognition Gain attention in an activity related to phonics or word recognition Make a request in an activity related to phonics or word recognition Choose from an array of errorless choices related to phonics or word recognition Use one object to act on another related to phonics or word recognition (e.g., use a pointer to tap) Attend visually, aurally, or tactilely to materials related to phonics or word recognition 			
Phonological Awareness		 Segment spoken sentences into words heard Match rhyming pictures (e.g., cat/hat, dog/frog) 	 Blend spoken syllables or onset/rime (e.g., b-ack; sh-ip) to form a spoken word Segment spoken words into syllables or onset/rime 	 Blend phonemes to make words Segment words into phonemes Identify the initial, medial, and final sounds of a spoken word Identify short vowel sounds of a spoken word

ENTRY POINTS to Reading Standards: Foundational Skills in Grades Pre-K-1

Less Complex

	The student will:	The student will:	The student will:
Phonological Awareness (continued)		 Identify the initial sound of a word represented by a picture Orally identify a word that rhymes with a given word (spoken) 	 ◆ Identify long vowel sounds of a spoken word Continue to address skills and concepts that approach grade- level expectations in this cluster
Phonics and Word Recognition	 Match letters to sounds Select the names of letters, given several response options Decode common VC words (e.g., at, it, is, am) 	 Differentiate between vowels and consonants Identify the sound(s) associated with a given letter Decode common CVC words (e.g., hat, dog, cat, map, mat, log) Match the vowels with corresponding sounds Identify the names of letters 	 Read words that identify a familiar person, place, thing, action, or event Identify common consonant digraphs (sh, ch, ph, th, wh) Read common, high - frequency sight words (e.g., the, of, to, you, she, my, is, are, do, does) Differentiate between long and short vowel sounds Decode short -vowel words with common consonant digraphs (sh, ch, ph, th, wh) Continue to address skills and concepts that approach grade-level expectations in this cluster
Fluency	Read with sufficient accuracy	and fluency to support comprehensi	on of increasingly complex text.

		Grade 2	
Cluster		Standards as written	
Phonics and	RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
Word Recognition	RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	
	RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	
	RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	
	RF.2.3d	Decode words with common prefixes and suffixes.	
	RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.	
	RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.	
Fluency	RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	
	RF.2.4a	Read grade-level text with purpose and understanding.	
	RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
	RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

		Grade 3	
Cluster		Standards as written	
Phonics and RF.3.3		Know and apply grade-level phonics and word analysis skills in decoding words.	
Word Recognition	RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	
	RF.3.3b	Decode words with common Latin suffixes.	
	RF.3.3c	Decode multisyllable words.	
	RF.3.3d	Read grade-appropriate irregularly spelled words.	
Fluency	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	
	RF.3.4a	Read grade-level text with purpose and understanding.	
	RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
	RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

		Grade 4
Cluster		Standards as written
Phonics and	RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Word Recognition	RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	Read with sufficient accuracy and fluency to support comprehension.	
	RF.4.4a	Read grade-level text with purpose and understanding.
	RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5						
Cluster		Standards as written				
Phonics and RF.5.3		Know and apply grade-level phonics and word analysis skills in decoding words.				
Word Recognition	RF.5.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.				
Fluency RF.5.4 RF.5.4a		Read with sufficient accuracy and fluency to support comprehension.				
		Read grade-level text with purpose and understanding.				
	RF.5.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.				
	RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				

ENTRY POINTS to Reading Standards: Foundational Skills in Grades 2-5

Less Complex

Phonics and Word Recognition	The student will: Decode words with inflectional endings	*	The student will: Decode two -syllable words	•	The student will:	
gra cha	Decode common compound words (e.g., doorbell, hotdog, batman) Decode words with common suffixes and prefixes Decode words with initial consonant blends (e.g., drill, flat, frog) Identify 10–20 grade-appropriate high- frequency words Decode long- vowel words with final –e ee entry points for earlier ades in this cluster that are fallenging and use age-propriate materials	•	with long vowels (e.g., retake, firefly, beware) Identify 21–35 grade appropriate high- frequency words Decode words with final consonant blends (e.g., fast, milk, gasp) Decode regularly spelled words with diphthongs (e.g., boil, out, boy)	 Coo 	Decode common multisyllabid words Decode words with vowel digraphs (e.g., coat, meat, beef, wait) Identify 36–50 grade appropriate high- frequency words Decode words with initial and final consonant blends (e.g., blast, grasp, slant) Intinue to address skills and incepts that approach gradevel expectations in this cluster	
Fluency	♦ Read with sufficient accuracy and fluency to support comprehension of increasingly complex text.					

Writing

	Standards	Entry Points	Access Skills
Pre-K	Page 72	Pages 76 – 78	Pages 76 – 77
K	Page 73	Pages 76 – 78	
1	Page 74	Pages 76 – 78	
2	Page 75	Pages 76 – 78	
3	Pages 79 – 80	Pages 85 – 88	
4	Pages 81 – 82	Pages 85 – 88	
5	Pages 83 – 84	Pages 85 – 88	
6	Pages 89 – 90	Pages 95 – 98	
7	Pages 91 – 92	Pages 95 – 98	
8	Pages 93 – 94	Pages 95 – 98	
9-10	Pages 99 – 100	Pages 104 – 106	
11-12	Pages 101 – 103	Pages 104 – 106	

		ollege and Career Readiness nchor Standards for Writing		
Cluster		Standards as written		
Text Types and	CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Purposes	CCRA.W.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.		
	CCRA.W.3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.		
Production and	CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
Distribution of Writing	CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
	CCRA.W.6	Use technology to produce and publish writing and to interact and collaborate with others.		
Research to Build and	CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
Present Knowledge	CCRA.W.8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
	CCRA.W.9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.		

Write routinely over extended time frames (time for research, reflection, and

revision) and shorter time frames (a single sitting or a day or two) for a range of

tasks, purposes, and audiences.

CCRA.W.10

Range of

Writing

		Pre-Kindergarten			
Cluster		Standards as written			
Text Types and Purposes	W.PK.1	Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the fire station to see the truck and meet the firemen.").			
	W.PK.2	Use a combination of dictating and drawing to supply information about a topic.			
		For example, students draw pictures to show how they planted tulip bulbs in the school garden in the fall. They dictate words and sentences about the soil in the garden, the tools they used, and what the bulbs will become in the spring.			
	W.PK.3	Use a combination of dictating and drawing to tell a story.			
Production	W.PK.4	(Begins in grade 1.)			
and Distribution of	W.PK.5	(Begins in kindergarten or when the individual child is ready.)			
Writing	W.PK.6	Recognize that digital tools (e.g., computers, mobile phones, cameras) are used for communication and, with guidance and support, use them to convey messages in pictures and/or words.			
Research to Build and	W.PK.7	(Begins in kindergarten or when the individual child is ready.)			
Present Knowledge	W.PK.8	(Begins in kindergarten or when the individual child is ready.)			
	W.PK.9	(Begins in grade 4.)			
Range of Writing	W.PK.10	(Begins in kindergarten or when the individual child is ready.)			

		Kindergarten	
Cluster		Standards as written	
Text Types and Purposes	W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).	
	W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.	
	W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.	
	W.K.3a	For poems, use rhyming words to create structure. (See kindergarten Reading Foundational Skills Standard 2a.)	
Production	W.K.4	(Begins in grade 1.)	
and Distribution of Writing	W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
_	W.K.5a	(Begins in grade 3.)	
	W.K.5b	Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language Standards 4–6).	
	W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.	
Research to Build and	W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
Present Knowledge	W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
	W.K.9	(Begins in grade 4.)	
Range of Writing	W.K.10	Write or dictate writing routinely for a range of tasks, purposes, and audiences.	

		Grade 1		
Cluster		Standards as written		
Text Types w.1.1 and Purposes		Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
	W.1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.		
	W.1.3	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.		
	W.1.3a	For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).		
Production and Distribution of	W.1.4	Produce writing in which the development and organization are appropriate to task purpose, and audience. (Grade-specific expectations for writing types are defined i Standards 1–3 above.)		
Writing	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		
	W.1.5a	(Begins in grade 3.)		
	W.1.5b	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 1).		
	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Research to Build and Present Knowledge	W.1.7	Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).		
	W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
	W.1.9	(Begins in grade 4.)		
Range of Writing	W.1.10	Write routinely for a range of tasks, purposes, and audiences.		

		Grade 2		
Cluster		Standards as written		
Text Types and Purposes	W.2.1	Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.		
	W.2.2	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
	W.2.3	Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.		
	W.2.3a	For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)		
Production and Distribution of	W.2.4	Produce writing in which the development and organization are appropriate to to purpose, and audience. (Grade-specific expectations for writing types are define standards 1–3 above.)		
Writing	W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
	W.2.5a	(Begins in grade 3.)		
	W.2.5b	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 2).		
	W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Research to Build and	W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		
Present Knowledge	W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		
	W.2.9	(Begins in grade 4.)		
Range of Writing	W.2.10	Write routinely for a range of tasks, purposes, and audiences.		

ENTRY POINTS and ACCESS SKILLS to Writing Standards in Grades Pre-K-2

Less Complex

More Complex

ACCESS SKILLS The student will:

Text Types and **Purposes**

- Track (shift focus from materials to speaker/device) materials related to the creation of a written product
- Grasp (hold) materials related to the creation of a written product
- Release or give to materials to another person related to the creation of a written product
- Move materials related to the creation of a written product
- Orient or manipulate materials related to the creation of a written product
- Locate objects partially hidden or out-of-sight materials related to the creation of a written product
- Construct or assemble materials related to the creation of a written product

The student will:

Using dictation, drawing, writing, or student's primary mode of communication:

1. Produce Opinion Pieces:

- Provide reason(s) for preferring a specific book or topic (e.g., My favorite book is... because...)
- Express an opinion, without deviating from a specific topic or text
- 2. Produce Informative/ Explanatory Texts:
- Convey related information on a given topic

3. Produce Narratives:

- Relate a personal experience
- ♦ Sequence events in now/next format, using pictures, words, or phrases
- Create captions to pictures
- Create a poem(s) using rhyming words

ENTRY POINTS The student will:

Using dictation, drawing, writing, or student's primary mode of communication:

1. Produce Opinion Pieces:

- Express an opinion on a given topic or text using linking words using one or more sentences (e.g., and, also)
- 2. Produce Informative/ **Explanatory** Texts:
- Express facts on a given topic or text

3. Produce Narratives:

- Tell a story with related events
- Retell events using pictures, words, or phrases
- Relate a personal experience using feeling words (e.g., I felt sad when...)
- Create a poem with details
- Create a short poem on a real or imagined topic or event

The student will:

Using dictation, drawing, writing, or student's primary mode of communication:

1. Produce Opinion Pieces:

- Provide reasons to support an opinion or a specific choice (e.g., I chose this book because...)
- Connect opinions to reasons using linking words (e.g., because, and, also)

2. Produce Informative/ **Explanatory** Texts:

- Summarize presented information on a given topic or text
- Produce an explanation of a given topic or text using linking words (e.g., and, also)

3. Produce Narratives:

- Create sentences related to one or more pictures that tell a story
- Retell events in a chronological order

ENTRY POINTS and ACCESS SKILLS to Writing Standards in Grades Pre-K-2

Less Complex

More Complex

<u> </u>	ACCESS SKILLS		ENTRY POINTS	
<u>I</u>	he student will:	The student will:	The student will:	The student will:
Text Types and Purposes (continued)	Activate device in an activity related to the creation of a written product Initiate cause-and-effect response in an activity related to the creation of a written product Sustain activity through response related to the creation of a written product Gain attention in a activity related to the creation of a written product Make a request in an activity related to the creation of a written product Choose from an array of errorless choices related to the creation of a written product Use one object to act on another related to the creation of a written product (e.g., use a pointer to tap)			3. Produce Narratives: ◆ Express a sequence of events in chronological order from a real or imagined experience ◆ Create a rhyming couplet Continue to address skills and concepts in this strand that approach grade-level expectations

Less Complex

More Complex

		The student will:		The student will:		The student will:
Production and	4.	Coherent Writing: (Begins in grade 3)	4.	Coherent Writing: (Begins in grade 3)	4.	Coherent Writing: (Begins in grade 3)
Distribution of Writing	5. ♦	Development of Writing: Add relevant details to a story Technology Use:	5. ◆	Development of Writing: Revise a story, narrative, poem, or opinion by adding relevant details	5. ◆	Development of Writing: Record integration of story revisions based on suggestions from peers
		roominology coo.	6. ◆	Technology Use: Convey the meaning of a story using digital tools	6. ◆	Technology Use: Produce a complete sentence using digital tools
					co ap	ontinue to address skills and incepts in this strand that inproach grade-level spectations
Research to Build and Present Knowledge	•	Research Projects: Express reason(s) why a book is a favorite Summarize information from a book by a favorite author, read by or to student Summarize information from a single source on a given topic Synthesize Information: Answer a question(s) from personal experience to relate a story Ask yes/no questions after being read information on a given topic Integrate Resources: (Begins in grade 4)	•	Research Projects: Summarize information from two or more books by a favorite author, read by or to student Summarize information from two or more sources on a given topic Produce a 3-step sequence of "how to" instructions on a given topic Synthesize Information: Create questions on a given topic after gathering information from multiple sources Integrate Resources: (Begins in grade 4)		Research Projects: Produce a brief report on a given topic, based on book(s) read by or to student Record observations during an academic lesson or activity (e.g., science experiment)

JIKA	VO VVIICIII	Grade 3
Cluster		Standards as written
Text Types	W.3.1	Write opinion pieces on topics or texts, supporting an opinion with reasons.
and Purposes	W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
	W.3.1b	Provide reasons that support the opinion.
	W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	W.3.1d	Provide a concluding statement or section.
	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	W.3.2a	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
	W.3.2b	Develop the topic with facts, definitions, and details.
	W.3.2c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
	W.3.2d	Provide a concluding statement or section.
	W.3.3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
	W.3.3a	Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
	W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.
	W.3.3c	Use figurative language to suggest images. (See grade 3 Reading Literature Standard 4.)
	W.3.3d	Use temporal words and phrases to signal order where appropriate.
	W.3.3f	Provide a sense of closure.
Production and Distribution of Writing	W.3.4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Witting	W.3.5	Develop and strengthen writing as needed by planning, revising, and editing.
	W.3.5a	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
	W.3.5b	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
	W.3.6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
	W.3.7	Conduct short research projects that build knowledge about a topic.

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Research to Build and	W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.			
Present Knowledge	W.3.9	(Begins in grade 4.)			
Range of Writing	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

		Grade 4
Cluster		Standards as written
Text Types and Purposes	W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer's purpose.
_	W.4.1b	Provide reasons that are supported by facts and details.
	W.4.1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	W.4.1d	Provide a concluding statement or section related to the opinion presented.
	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
	W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W.4.2e	Provide a concluding statement or section related to the information or explanation presented.
	W.4.3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
	W.4.3a	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
	W.4.3b	Use dialogue and description to develop experiences or events or show responses to situations.
_	W.4.3c	Use a variety of transitional words and phrases to manage sequence.
	W.4.3d	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
W.4.3		Provide a sense of closure appropriate to the narrated experiences or events.
	W.4.3f	For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives. (See grade 4 Reading Literature Standard 5.)

Production and Distribution of	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Writing	W.4.5	Develop and strengthen writing as needed by planning, revising, and editing.
	W.4.5a	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
	W.4.5b	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
	W.4.6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
Research to Build and Present Knowledge	W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	W.4.9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
Range of Writing	W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

		Grade 5
Cluster		Standards as written
Text Types and Purposes	W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
	W.5.1b	Provide logically ordered reasons that are supported by facts and details.
	W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
	W.5.1d	Provide a concluding statement or section related to the opinion presented.
	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
	W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W.5.2e	Provide a concluding statement or section related to the information or explanation presented.
	W.5.3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
	W.5.3a	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
	W.5.3b	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
	W.5.3c	Use a variety of transitional words, phrases, and clauses to manage sequence.
	W.5.3d	Use concrete words and phrases and sensory details to convey experiences or events precisely.
	W.5.3e	Provide a sense of closure appropriate to the narrated experiences or events.
	W.5.3f	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
	W.5.3g	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

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Production and Distribution of	W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
Writing	W.5.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	W.5.5a	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
	W.5.5b	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
	W.5.6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
	W.5.9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
Range of Writing	W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Less Complex

More Complex

The student will:

Using dictation, drawing, writing, **Text Types** and Purposes or student's primary mode of communication:

1. Produce Opinion Pieces:

- Create an outline for an opinion piece
- Differentiate opinions from facts in a text, citing the reasons for each choice
- Provide reasons to support an opinion or point of view from a topic or text

2. Produce Informative/ **Explanatory Texts:**

- Introduce a subject based on a specific topic or text
- Provide a description of a subject based on a specific text
- Provide facts on a topic based on a text
- Create an outline for a piece of informational writing

3. Produce Narratives:

- Relate a real or imagined experience or event from a topic or text
- Describe characters of a real or imagined event from a topic or text
- Produce dialogue for characters appropriate to a given situation using "speech bubbles"
- Describe a situation/setting of a real or imagined event from a topic or text
- Create an outline for a piece of narrative text (based on real or imagined events)

The student will:

Using dictation, drawing, writing, or student's primary mode of communication:

1. Produce Opinion Pieces:

- State an opinion expressed by the author of a text
- Connect opinions and supporting reasons based on a topic or text by incorporating linking words and phrases (e.g., therefore, for example, since, because)

2. Produce Informative/ **Explanatory Texts:**

- Provide a detailed description of a subject based on a specific text
- Provide information on a topic, using facts and examples from a text
- Create a text using temporal words to indicate sequence (e.g., before, first, next, now, later)

3. Produce Narratives:

- Describe a sequence of events using temporal words (e.g., first, next, after that, finally) based on a topic or text
- Describe a real or imagined event using supporting details

The student will:

Using dictation, drawing, writing, or student's primary mode of communication:

1. Produce Opinion Pieces:

Produce an opinion piece supporting a point of view

2. Produce Informative/ **Explanatory Texts:**

- Produce an informative/explanatory paragraph(s) on a given topic
- Provide a detailed description of a subject based on multiple sources
- Describe how something works, using facts, based on an informative/explanatory text
- Develop a paragraph(s) using related information on a topic (e.g., based on an outline, note cards, etc.)
- Explain a topic or text using domain-specific vocabulary

3. Produce Narratives:

- Describe an event using sensory details from a topic or text
- Produce dialogue for characters appropriate to a given situation
- Produce a narrative on a real or imagined experience
- Relate a real or imagined experience or event using facts, descriptions, and/or dialogue

Less Complex

More Complex

Text	Types
and F	urposes
(cont	inued)

The student will:

- Create a rhyming couplet using figurative language
- Create a rhyming couplet using sounds of words (e.g., alliteration, onomatopoeia)

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

- Create a poem with details
- Convey a real or imagined event in a poem, using rhyming words appropriately
- Create a poem that conforms to different poetic forms/types

The student wil

- Write a story or poem with dialogue
- Write a poem or story with figurative language (e.g., similes and metaphors)
- Write poem, script, or story creating a fantasy character

Continue to address skills and concepts in this strand that approach grade-level expectations

Production and Distribution of Writing

4. Coherent Writing:

Produce writing in which development is appropriate to task and purpose

5. Development of Writing:

- Edit and/or revise errors in verb tense in a written piece
- Edit errors in noun-verb agreement in a written piece
- Edit errors in sentence structure in a written piece
- Incorporate reflexive pronouns when writing
- Incorporate collective nouns when writing
- Incorporate adjectives and/or adverbs when writing
- Incorporate compound sentences when writing
- Incorporate capitalization of proper nouns when writina
- Incorporate the use of periods to end sentences when writing
- Incorporate the spelling of simple, one syllable words when writing
- Incorporate capitalization when writing

4. Coherent Writing:

Produce writing in which organization is appropriate to task and purpose

5. Development of Writing:

- Incorporate regular and irregular plural nouns when writina
- Incorporate abstract nouns when writing
- Incorporate simple verb tenses when writing
- (e.g., I walked, I walk, I will walk)
- Incorporate compound sentences when writing
- Incorporate complex sentences when writing
- Incorporate coordinating conjunctions when writing (e.g., and, but, for, nor, or, so, yet)
- Incorporate subordinating conjunctions when writing (e.g., after, although, as, as if, because, before, even if, since)
- Incorporate use of commas in greetings and closings
- Incorporate use of commas in addresses (Scranton, PA)

4. Coherent Writing:

Produce writing in which development and organization are appropriate to audience

5. Development of Writing:

- Edit work to improve writing by adding details (show edits)
- Edit work by substituting words and/or eliminating unnecessary language and repetition (show edits)
- Incorporate subject-verb agreement when writing
- Incorporate verb tense consistency when writing
- Incorporate correlative conjunctions when writing (e.g., either/or, neither/nor)
- Incorporate the use of commas to separate items in a series when writing
- Incorporate the use of homophones, spelled correctly, when writing

6. Technology Use:

Keyboard a paragraph in a single sitting

Less Complex

More Complex

Production and Distribution of Writing (continued)

The student will:

Technology Use:

Use technology, including the Internet, to interact and communicate with others

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

- Incorporate use of apostrophes in possessives when writing
- Incorporate the spelling of high- frequency words when writing
- Incorporate base words with added affixes (spelled correctly) when writing

6. Technology Use:

Keyboard a predetermined number of words

The student will:

Continue to address skills and concepts in this strand that approach grade-level expectations

Research to Build and Present Knowledge

7. Research Projects:

Locate and record answers to a research question using print resources and/or digital tools

8. Synthesize Information:

- Gather information related to a topic from digital or printed sources
- Relate information based on experiences
- Create graphically organized notes from sources on a given topic

9. Integrate Resources:

- Describe how characters in a literary text respond to major changes, using evidence from the text
- Describe reasons an author gives, using evidence from the text, to support points in an argument or informational text

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

7. Research Projects:

Produce questions about a research topic

8. Synthesize Information:

- Produce notes while reading and reviewing print or technology-based materials
- Sort compiled information on a given topic into provided categories
- Identify the sources that were used for research

9. Integrate Resources:

- Describe how a character's actions contribute to the sequence of events in a story
- Support specific points made by an author in a
- Compare two characters in a story or drama

7. Research Projects:

Conduct a short research project in response to a question

8. Synthesize Information:

- ♦ Categorize ideas gained from research notes
- Paraphrase information from notes on a topic
- Provide a list of sources used to gather information about a topic

9. Integrate Resources:

- Draw evidence from literary texts with similar plots to support analysis, reflection, and/or research (e.g., describe characters in a story and explain how their actions contribute to the sequence of events)
- Draw evidence from similar informational texts to support analysis, reflection, and/or research (e.g., describe how reasons support specific points authors make in a text)

Less Complex

More Complex

	The student will:	The student will:	The student will:
Research to Build and Present Knowledge (continued)			Continue to address skills and concepts in this strand that approach grade-level expectations
Range of Writing		d time frames (time for research, re to a day or two) for a range of disc	

		Grade 6
Cluster		Standards as written
Text Types and Purposes	W.6.1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
	W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.
	W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
	W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
	W.6.1d	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
	W.6.1e	Provide a concluding statement or section that follows from the argument presented.
	W.6.2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	W.6.2a	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
	W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W.6.2e	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
	W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.
	W.6.3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
	W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
_	W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
	W.6.3d	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.
	W.6.3e	Provide a conclusion that follows from the narrated experiences or events.
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Alternate Academic Achievement Standards for Massachusetts Curriculum Frameworks (Resource Guide) Fall 2023 ENGLISH LANGUAGE ARTS AND LITERACY **89**

Production and Distribution of	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
Writing	W.6.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	W.6.5a	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
	W.6.5b	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
	W.6.6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
Research to Build and Present Knowledge	W.6.7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
	W.6.8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
	W.6.9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
Range of Writing	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

	Grade 7		
Cluster		Standards as written	
Text Types and Purposes	W.7.1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.	
	W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.	
	W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
	W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	
	W.7.1d	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	
	W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.	
	W.7.2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
	W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
	W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
	W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
	W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
	W.7.2e	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	
	W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
	W.7.3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.	
	W.7.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.	
	W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	

Text Types and Purposes	W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
(continued)	W.7.3d	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
	W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing	W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
witting	W.7.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	W.7.5a	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
_	W.7.5b	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
	W.7.6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
Research to Build and Present	W.7.7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Knowledge	W.7.8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	W.7.9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
Range of Writing	W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

	Grade 8		
Cluster		Standards as written	
Text Types and Purposes	W.8.1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.	
	W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.	
	W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
	W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	
	W.8.1d	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	
	W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.	
	W.8.2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
	W.8.2a	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
	W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
	W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
	W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
	W.8.2e	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	
	W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
	W.8.3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.	
	W.8.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.	
	W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	

Text Types and Purposes (continued)	W.8.3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
	W.8.3d	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
	W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing	W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
witting	W.8.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	W.8.5a	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
	W.8.5b	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
	W.8.6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Research to Build and Present Knowledge	W.8.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	W.8.8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	W.8.9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
Range of Writing	W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Less Complex

More Complex

The student will:

Text Types and Purposes

Using dictation, drawing, writing, or student's primary mode of communication:

1. Produce Arguments:

- Express a claim made by the author in a text
- Restate evidence from a text to support a claim
- Describe and give supporting reasons for the difference between fact and claim in a text
- Create an outline/graphic organizer for an argument that lists one or more specific claims

2. Produce Informative/ Explanatory Texts:

- Explain a subject, using relevant facts and detailed descriptions, based on informative/explanatory text
- Describe a comparison within or based on an informative/explanatory text

3. Produce Narratives:

- Create an introduction that establishes a situation and introduces a narrator and/or characters in a narrative
- Describe the experience or situation of real or imagined characters from a topic or text
- Describe events in a narrative based on a topic or text
- Express a variety of transitional words and phrases to describe the sequence of events from a topic or text
- Describe an event sequence based on a topic or text
- Convey experiences or events using precise words and phrases based on a text

The student will:

Using dictation, drawing, writing, or student's primary mode of communication:

1. Produce Arguments:

- Produce an argument supporting a claim based on a topic or text
- Summarize an author's claim in a text
- Incorporate evidence to support an argument based on a topic or text

2. Produce Informative/ Explanatory Texts:

- Describe cause/effect from an informative/ explanatory text
- Develop a topic with relevant quotations and other examples from a text

3. Produce Narratives:

- Describe the experiences or situations of multiple real or imagined characters in a narrative format
- Provide a concluding section that follows from the narrated experiences or events
- Create stories that draw on characteristics of tall tales or myths
- Use a narrator to describe events in a narrative based on a topic or text

The student will:

Using dictation, drawing, writing, or student's primary mode of communication:

1. Produce Arguments:

- Provide evidence in support of and/or in opposition to an opinion or claim
- Summarize multiple claims that illustrate different viewpoints on a given topic
- Present a claim and a counterclaim on a given topic
- Differentiate a claim from a counterclaim, based on a similar topic

2. Produce Informative/ Explanatory Texts:

- Apply transitional words and/or phrases to clarify concepts based on an informative/explanatory text
- Develop a topic with wellchosen facts, quotations, and/or examples based on an informative/explanatory text

3. Produce Narratives:

- Produce a multi-paragraph narrative on a real or imagined experience or event from a topic or text
- Create a story using dialogue to describe a character's thoughts or feelings from a topic or text
- Develop a text applying transition words, phrases, and clauses to signal shifts from one time frame or setting to another
- Generate a "hero's journey" based on a myth, legend, or epic tale
- Express specific details from a literary text (poem or story)

Less Complex

More Complex

The student will:

Create poems, using figurative language (e.g., similes and metaphors)

- Use figurative language to augment given poems
- ♦ Produce a rhyming couplet

See entry points for earlier grade levels in this topic that are challenging and use ageappropriate materials

The student will:

- Produce a series of rhyming couplets
- Create a poem that conforms to different poetic forms/types

The student will:

- Produce stories that draw on characteristics of modern genres, such as mysteries, fantasies, and historical fiction
- Produce a poem with rhyming couplet and figurative language
- Use vivid imagery to create mood/tone in a poem
- Use irony and/or parody to create a poem

Continue to address skills and concepts in this strand that approach grade-level expectations

Production and Distribution of Writing

Text Types

(continued)

and Purposes

4. Coherent Writing:

 Produce clear and coherent writing in which development is appropriate to task, purpose, and audience

5. Development of Writing:

- Use conventions of standard English grammar and usage when writing (select one of the following)
 - pronouns in the proper case (subjective, objective, possessive)
 - intensive pronouns (e.g., ourselves, myself)
 - avoid use of vague pronouns
- Use conventions of standard English capitalization, punctuation, and spelling when writing (select one of the following)
- punctuation to set off nonrestrictive elements
- correct spelling

4. Coherent Writing:

 Produce clear and coherent writing in which organization is appropriate to task, purpose, and audience

5. Development of Writing:

- Use conventions of standard English grammar and usage when writing (select one of the following)
 - placement of phrases within a sentence
 - placement of clauses within a sentence
 - avoid dangling modifiers
- Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie)

6. Technology Use:

 Revise/edit original writing using technology (keyboard, word processing, presentation software, wiki)

4. Coherent Writing:

- Produce writing appropriate to task and/or purpose
- Produce writing appropriate to the audience

5. Development of Writing:

- Apply the use of verbs in an active voice when writing
- Apply the use verbs in a passive voice when writing
- Apply the use of verbs in the indicative mood when writing
- Apply the use of verbs in the imperative mood when writing
- Apply the use of verbs in the interrogative mood when writing
- ◆ Apply the use of verbs in the conditional mood when writing
- Apply the use of verbs in the subjunctive mood when writing

Less Complex

More Complex



Distribution

(Continued)

of Writing

The student will:

6. Technology Use:

- Create original writing using technology (keyboard, word processing, presentation software, wikis)
- Demonstrate sufficient command of keyboarding skills to type at least one paragraph in a single sitting

See entry points for earlier grade levels in this topic that are challenging and use ageappropriate materials

The student will:

Demonstrate sufficient command of keyboarding skills to type at least one page in a single sitting

The student will:

- Apply punctuation to indicate a pause or break when writing
- Apply an ellipsis to indicate an omission when writing
- Revise and/or edit original writing using proper punctuation
- Revise and/or edit original writing using subject-verb agreement
- Revise and/or edit original writing using verb tense consistency
- Revise and/or edit original writing using capitalization

6. Technology Use:

 Edit someone else's work using technology

Continue to address skills and concepts in this strand that approach grade-level expectations

Less Complex

More Complex

Research to Build and Present Knowledge

The student will:

7. Research Projects:

 Conduct short research project through investigation of different aspects of a topic

8. Synthesize Information:

- Recall relevant information from experiences
- Evaluate the sources of information (i.e., for completeness, ease of understanding, etc.)
- Take notes and categorize information

9. Integrate Resources:

- Draw information from literary texts to support analysis, reflection, and research (e.g., compare and contrast the treatment of similar topics)
- Draw information from informational texts to support analysis, reflection, and research (e.g., compare and contrast firsthand and secondhand accounts of the same event)

See entry points for earlier grade levels in this topic that are challenging and use age-appropriate materials

The student will:

7. Research Projects:

 Conduct short research project using several sources to build knowledge on a topic

8. Synthesize Information:

- Gather information from multiple print and digital sources
- Assess the credibility of a source of information
- Paraphrase from a source without plagiarizing
- Quote the conclusions of others without plagiarizing

9. Integrate Resources:

- Draw information from literary texts to support analysis, reflection, and/or research (e.g., compare and contrast stories in the same genre on their approaches to similar themes and topics)
- Draw information from informational texts to support analysis, reflection, and/or research (e.g., explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points)

The student will:

7. Research Projects:

 Conduct short research project to answer a specific question

8. Synthesize Information:

- Paraphrase the data without plagiarizing
- Assess the accuracy of each source
- Paraphrase the conclusions of others without plagiarizing
- Provide basic bibliographic information for sources
- ◆ Cite sources using a standard format (e.g., APA, MLA)

9. Integrate Resources:

- Draw information from literary texts to support analysis, reflection, and/or research (e.g., explain how authors develop the point of view of the narrator)
- Draw information from informational texts to support analysis, reflection, and/or research (e.g., analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent)

Continue to address skills and concepts in this strand that approach grade-level expectations

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting to a day or two) for a range of discipline-specific tasks, purposes, and audiences

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	Grades 9–10		
Cluster		Standards as written	
Text Types and Purposes	W.9-10.1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	
	W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	
	W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	
	W.9-10.1d	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	
	W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	
	W.9-10.2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
	W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
	W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
	W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	
	W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	
	W.9-10.2e	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	
	W.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	

Text Types and Purposes (continued)	W.9-10.3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
	W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
	W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
	W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
	W.9-10.3d	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
	W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
Witting	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	W.9-10.5a	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
	W.9-10.5b	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
	W.9-10.6	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	W.9-10.8	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	W.9-10.9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
Range of Writing	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

	Grades 11-12		
Cluster		Standards as written	
Text Types and Purposes	W.11-12.1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	
	W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	
	W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	
	W.11-12.1d	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	
	W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.	
	W.11-12.2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
	W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
	W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
	W.11-12.2c	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.	
	W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	

Text Types and Purposes (continued)	W.11-12.2e	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	
	W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
	W.11-12.3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.	
	W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.	
	W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
	W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).	
	W.11-12.3d	Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	
	W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
Production and Distribution of Writing	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
	W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
	W.11-12.5a	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 11–12).	
	W.11-12.5b	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 11–12).	
	W.11-12.6	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
Research to Build and Present Knowledge	W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
	W.11-12.8	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	

Research to Build and Present Knowledge (continued)	W.11-12.9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed.
Range of Writing	W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Less Complex

More Complex

The student will:

Text Types and Purposes

Using dictation, drawing, writing, or student's primary mode of communication:

1. Produce an Argument:

 Provide reasons and/or evidence to agree or disagree with a claim

2. Produce an Informative/ Explanatory Text:

- Convey complex ideas or concepts based on informative/explanatory text using precise language
- Develop a topic with wellchosen, relevant, and sufficient facts

3. Produce a Narrative:

- Summarize information or relate events using precise words and phrases based on a topic or text
- Convey experiences based on a problem, situation, or observation, using sensory language based on a topic or text
- Create a short essay on a real or imagined topic or event
- Create poems with sensory details based on a real or imagined event

See entry points for earlier grade levels in this topic that are challenging and use ageappropriate materials

The student will:

Using dictation, drawing, writing, or student's primary mode of communication:

1. Produce an Argument:

- Support a claim by restating evidence from a text
- Provide reasons to oppose a claim by restating evidence from a text

2. Produce an Informative/ Explanatory Text:

- Introduce a topic clearly, articulating implications or the significance of the topic
- Provide a concluding section that supports the information or explanation presented

3. Produce a Narrative:

- Produce an introduction that engages the reader by establishing a point of view based on a topic or text
- Write a short narrative, essay, or reflection from one's own point of view
- Provide a conclusion that reflects on the narrated experiences or events
- Create a poem based on a real or imagined event or topic in the life of the student

The student will:

Using dictation, drawing, writing, or student's primary mode of communication:

1. Produce an Argument:

- Provide evidence in support of and/or in opposition to a claim
- Produce an argument with reasons to support a claim

2. Produce an Informative/ Explanatory Text:

- Apply varied transitions to link and/or clarify the relationship between complex ideas and concepts from informative/ explanatory text
- Develop a topic with relevant quotations and concrete details

3. Produce a Narrative:

- Produce a story or text using dialogue to describe a character's problem, situation, or observations
- Provide a conclusion that reflects on what is resolved over the course of the narrative
- Produce an essay that identifies and discusses a theme appropriate to a student in grade 10 and/or connects such a theme to his or her life
- Develop experiences, events, and/or characters from a text by applying narrative techniques, such as dialogue, pacing, and description

Less Complex

More Complex

	The student will:	The student will:	The student will:
Text Types and Purposes (continued)			 Produce a short narrative or essay from a character's point of view (e.g., a hero, anti-hero, minor character) Continue to address skills and concepts that approach grade- level expectations in this cluster
Production and Distribution of Writing	 4. Coherent Writing: Produce clear and coherent writing in which style is appropriate to task, purpose, and audience 5. Development of Writing: Use parallel structure when writing Use various types of phrases when writing (e.g., noun, verb, adjectival, adverbial, participial, prepositional, absolute) Use a semicolon to link two or more closely related independent clauses when writing Use a colon to introduce a list or quotation when writing 6. Technology Use: Revise writing in response to feedback using technology Cite relevant sources from research on a specific topic using the Internet See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials 	 Coherent Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience Development of Writing: Apply an independent clause when writing Apply a dependent clause when writing Apply a noun clause when writing Apply a relative clause when writing Apply an adverbial clause when writing Technology Use: Organize relationships between information and ideas using technology 	 4. Coherent Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 5. Development of Writing: Apply references/citations to resolve issues of complex or contested usage when writing Apply the use of hyphens when writing 6. Technology Use: Research a specific topic using technology to produce a written product Continue to address skills and concepts that approach gradelevel expectations in this cluster

Less Complex

More Complex

Research to Build and Present Knowledge

The student will:

- 7. Research Projects:
- Conduct short research project to answer a question, incorporating several sources

8. Synthesize Information:

- Gather relevant information from multiple print and digital sources, using search terms effectively
- Gather relevant information from multiple authoritative print and digital sources

9. Integrate Resources:

- Draw information from literary texts to support analysis, reflection, and research (e.g., compare and contrast a fictional portrayal of a time, place, or character, and a historical account of the same subject)
- Draw information from informational texts to support analysis, reflection, and research (e.g., 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)

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

7. Research Projects:

- Generate additional, relevant research questions based on preliminary findings from a research project
- Conduct short research project to answer a question, narrowing or broadening the inquiry as appropriate

8. Synthesize Information:

 Gather relevant information from authoritative print and digital sources using advanced searches

9. Integrate Resources:

- ◆ Draw information from literary texts to support analysis, reflection, and research (e.g., analyze how a modern work of fiction draws on themes or patterns of events from myths, or character types from myths, traditional stories, or religious works)
- ◆ Draw information from informational texts to support analysis, reflection, and research (e.g., 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)

The student will:

- 7. Research Projects:
- Conduct more sustained research projects, synthesizing multiple sources on the subject

8. Synthesize Information:

- Assess the effectiveness of each print and digital source in answering the research question
- Integrate information into text to maintain the flow of ideas without plagiarizing
- Maintain a standard format for citation (e.g., APA, MLA)

9. Integrate Resources:

- Draw information from literary texts to support analysis, reflection, and research (e.g., examine how two texts from the early twentieth century treat similar themes or topics)
- Draw information from informational texts to support analysis, reflection, and research (e.g., analyze seminal U.S. documents of historical significance, including how they address related themes)

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Range of Writing

♦ Express ideas, feelings, and beliefs and gather and synthesize information, over varying timeframes, for a range of tasks, purposes, and audiences on grades 9–12 topics

Speaking and Listening

	Standards	Entry Points	Access Skills
Pre-K	Page 109	Pages 113 – 116	Pages 113 – 115
K	Page 110	Pages 113 – 116	
1	Page 111	Pages 113 – 116	
2	Page 112	Pages 113 – 116	
3	Page 117	Pages 120 – 121	
4	Page 118	Pages 120 – 121	
5	Page 119	Pages 120 – 121	
6	Page 122	Pages 125 – 126	
7	Page 123	Pages 125 – 126	
8	Page 124	Pages 125 – 126	
9-10	Page 127	Pages 129 – 130	
11-12	Page 128	Pages 129 – 130	

College and Career Readiness
Anchor Standards for Speaking and Listening
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Afficion Standards for Speaking and Listening		
Cluster		Standards as written
Comprehen- sion and Collaboration	CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	CCRA.SL.4	Present information, findings, and supporting evidence such that: • Listeners can follow the line of reasoning. • The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
	CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

		Pre-Kindergarten
Cluster		Standards as written
Comprehen- sion and	SL.PK.1	Participate in collaborative conversations with diverse partners during daily routines and play.
Collaboration	SL.PK.1a	Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).
	SL.PK.1b	Continue a conversation through multiple exchanges.
	SL.PK.2	Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).
	SL.PK.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	SL.PK.4	Describe personal experiences; tell stories.
	SL.PK.5	Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.
	SL.PK.6	Speak audibly and express thoughts, feelings, and ideas.

		Kindergarten
Cluster		Standards as written
Comprehension and SL.K.1		Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
Collaboration	SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
	SL.K.1b	Continue a conversation through multiple exchanges.
	SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
	SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
	SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

	Grade 1		
Cluster		Standards as written	
Comprehension and SL.1.1		Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
Collaboration	SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
	SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	
SL.1.1c SL.1.2		Ask questions to clear up any confusion about the topics and texts under discussion.	
		Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
	SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
Presentation of Knowledge and Ideas	SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language Standards 4–6 for specific expectations regarding vocabulary.)	
	SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
	SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)	

	Grade 2		
Cluster		Standards as written	
Comprehen- sion and	SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
Collaboration	SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
	SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	
	SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	
	SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
	SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
Presentation of Knowledge and Ideas	SL.2.4	Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary. (See grade 2 Language Standards 4–6 for specific expectations regarding vocabulary.)	
	SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings.	
	SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language Standards 1 and 3 for specific expectations.)	

ENTRY POINTS and ACCESS SKILLS to Speaking and Listening Standards in Grades Pre-K-2

Less Complex

More Complex

ACCESS SKILLS The student will:

Comprehension and Collaboration

- ◆ Respond to materials (including diverse media and formats) to communicate academic ideas/ information
- Track materials

 (shift focus from materials to speaker) to communicate academic ideas/information
- Grasp (hold)
 materials to
 communicate
 academic
 ideas/information
- Release or give materials to another person to communicate academic ideas/information
- Move materials to communicate academic ideas/information
- Orient or manipulate materials to communicate academic ideas/information
- Functionally use materials to communicate academic ideas/information
- Attend (visually, aurally, or tactilely) to materials to communicate academic ideas/information

The student will:

Using student's primary mode of communication:

- 1. Collaborative Discussions:
- Participate in turntaking activities in varied settings
- Respond to requests of others
- Use appropriate social greetings
- Answer questions during a discussion
- Listen to others while they talk
- 2. Analysis of Information:
- Recall information presented from a text read aloud, a recording, or a video
- 3. Speaker's Point of View:
- ♦ Ask for help/assistance

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

ENTRY POINTS The student will:

Using student's primary mode of communication:

1. Collaborative Discussions:

- Maintain a communication exchange (at least 2 turns each) between self and another (verbalvocal exchange, or use picture or symbol-based communication system)
- Add comments to a discussion on a given topic
 Initiate a
- conversation by asking a question
 Participate in a
- discussion by responding to questions

2. Analysis of Information:

- Restate key information that has been presented orally or through other media
- 3. Speaker's Point of View:
- Ask a question about what a speaker says to gather information

The student will:

Using student's primary mode of communication:

1. Collaborative Discussions:

- Maintain a communication exchange (at least 2 turns each) among 3 or more people
- ◆ Demonstrate appropriate communication skills during a discussion (e.g., maintain eye contact, remain quiet while other individuals are speaking)
- Identify the goal or purpose of a particular discussion
- Ask questions that are relevant to the topic being discussed

2. Analysis of Information:

- Answer questions about key details in a presentation
- Ask questions requesting clarification about information presented orally or visually (media)

ENTRY POINTS and ACCESS SKILLS to Speaking and Listening Standards in Grades Pre-K-2

Less Complex

More Complex

	ACCESS SKILLS		ENTRY POINTS	
	The student will:	The student will:	The student will:	The student will:
Comprehension and Collaboration (continued)	 Locate partially hidden or out of sight materials to communicate academic ideas/information Construct or assemble materials to communicate academic ideas/information Activate device in an activity to communicate academic ideas/information Imitate action in an activity to communicate academic ideas/information Initiate cause and effect response in an activity to communicate academic ideas/information Sustain activity through response to communicate academic ideas/information Gain attention in a activity to communicate academic ideas/information Make a request in an activity to communicate academic ideas/information Make a request in an activity to communicate academic ideas/information 			3. Speaker's Point of View: ◆ Ask a question about what a speaker says to clarify understanding Continue to address skills and concepts in this strand that approach grade-level expectations

ENTRY POINTS and ACCESS SKILLS to Speaking and Listening Standards in Grades Pre-K-2

Less Complex

More Complex

	ACCESS SKILLS The student will:	ENTRY POINTS The student will: The student will:
Comprehension and Collaboration (continued)	 ◆ Choose from an array of errorless choices to communicate academic ideas/information ◆ Use one object to act on another to communicate academic ideas/information (e.g., use a pointer to tap) ◆ Initiate communication exchange 	
Presentation of Knowledge and Ideas	J	4. Presentation of Information:

ENTRY POINTS to Speaking and Listening Standards in Grades Pre-K-2

Less Complex

More Complex



The student will: Speech Adaptation:

The student will:

The student will:

Talk about personal feelings and thoughts

Speak using volume appropriate to a situation or audience

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

Continue to address skills and concepts in this strand that approach grade-level expectations

	Grade 3		
Cluster		Standards as written	
Comprehen- sion and Collaboration	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
	SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)	
	SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
		Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
	SL.3.1d	Explain their own ideas and understanding in light of the discussion.	
	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
	SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
Presentation of Knowledge and Ideas	SL.3.4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)	
	SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)	

	Grade 4		
Cluster		Standards as written	
Comprehen- sion and Collaboration	SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
	SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	
	SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	
SL.4.1.c		Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	
	SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
	SL.4.2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
	SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	
Presentation of Knowledge and Ideas	SL.4.4	Report on a topic, text, procedure, or solution to a mathematical problem, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)	
	SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)	

	Grade 5		
Cluster		Standards as written	
Comprehen- sion and Collaboration	SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	
	SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	
	SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	
SL.5.1c		Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
	SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	
	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
	SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
Presentation of Knowledge and Ideas	SL.5.4	Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)	
	SL.5.5	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)	

ENTRY POINTS to Speaking and Listening Standards in Grades 3–5

Less Complex

More Complex

The student will:

Comprehension and Collaboration

Using student's primary mode of communication:

1. Collaborative Discussions:

- Listen to the ideas/questions of others before responding
- Stay on topic during a discussion
- Ask for clarification or further explanation as needed about topics under discussion

2. Analysis of Information:

 Recount key details of a text read aloud or information presented orally or through other media

3. Speaker's Point of View:

- Answer questions about information from a speaker
- Ask questions about what a speaker says in order to clarify comprehension or deepen understanding

See entry points for earlier grade levels in this topic that are challenging and use ageappropriate materials

The student will:

Using student's primary mode of communication:

1. Collaborative Discussions:

- Follow agreed upon rules for discussions (e.g., speaking one at a time, listening to others, etc.)
- Ask relevant questions to obtain new information when participating in a discussion
- Explain/clarify own ideas and understandings during a discussion

2. Analysis of Information:

 Describe key ideas or details from a text read aloud or information presented orally or through other media

3. Speaker's Point of View:

 Answer questions about information from a speaker, offering elaboration and detail

The student will:

Using student's primary mode of communication:

1. Collaborative Discussions:

- Explain the purpose/goal for a discussion
- Link comments to the remarks of others
- Ask questions to check understanding of topic of discussion
- Based on preparation beforehand, engage in meaningful discussions
- Draw conclusions in light of the discussion

2. Analysis of Information:

- Paraphrase portions of a text read aloud
- Identify the main ideas of a text read aloud or information presented in diverse media and formats
- Summarize a portion of a text read aloud or information presented in diverse media and formats

3. Speaker's Point of View:

- Identify a speaker's point of view on a topic
- Summarize the key points a speaker makes

Continue to address skills and concepts in this strand that approach grade-level expectations

Presentation of Knowledge and Ideas

4. Presentation of Information:

- Sequence ideas in a presentation
- Use facts and details to support an opinion
- Speak at an understandable pace

4. Presentation of Information:

 Share a story with sufficient details and relevant facts using complete sentences

4. Presentation of Information:

 Report on a topic or text with appropriate facts and relevant, descriptive details

ENTRY POINTS to Speaking and Listening Standards in Grades 3–5

Less Complex

More Complex



The student will:

- 5. Media Use:
- Create audio recordings of stories or poems, adding in drawings or other visual displays to clarify thoughts, ideas, and feelings
- 6. Speech Adaptation:
- Speak in complete sentences to provide requested detail or clarification

See entry points for earlier grade levels in this topic that are challenging and use ageappropriate materials

The student will:

- 5. Media Use:
- Add technology or visual displays to oral presentations, when appropriate
- 6. Speech Adaptation:
- Identify situations in which you would use formal/informal language

The student will:

- 5. Media Use:
- Give an oral presentation supported by various media
- 6. Speech Adaptation:
- Use formal English when appropriate to task and situation

Continue to address skills and concepts in this strand that approach grade-level expectations

	Grade 6		
Cluster		Standards as written	
Comprehen- sion and Collaboration	SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
	SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	
	SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
	SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
	SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
	SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
	SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
Presentation of Knowledge and Ideas	SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)	
	SL.6.5	Include multimedia components and visual displays in presentations to clarify information.	
	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language Standards 1 and 3 for specific expectations.)	

Grade 7		
Cluster		Standards as written
Comprehen- sion and Collaboration	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and clearly expressing their own.
	SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
	SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
	SL.7.1c	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.
	SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
	SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Presentation of Knowledge and Ideas	SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.)
	SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
	SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)

Grade 8		
Cluster		Standards as written
Comprehen- sion and Collaboration	SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
	SL.8.1b	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
	SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
	SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge and Ideas	SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language Standards 4–6 for specific expectations regarding vocabulary.)
	SL.8.5	Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)

ENTRY POINTS to Speaking and Listening Standards in Grades 6–8

Less Complex

Comprehen-

sion and Collaboration

More Complex

The student will:

Using student's primary mode of communication:

1. Collaborative Discussions:

- Carry out assigned roles in a discussion
- Respond to specific questions by making comments that contribute to the discussion
- Elaborate on the remarks of others
- Acknowledge new information expressed by others through paraphrasing
- Set specific goals and deadlines for discussion

2. Analysis of Information:

 Summarize written text read aloud or information presented in diverse media and formats

3. Speaker's Point of View:

- Restate the speaker's argument or claim
- Identify the evidence and reasons a speaker provides to support his/her points

See entry points for earlier grade levels in this topic that are challenging and use ageappropriate materials

The student will:

Using student's primary mode of communication:

1. Collaborative Discussions:

- Pose questions that contribute to a conversation or discussion
- ◆ Come to discussions prepared—refer to evidence drawn from prepared materials when reflecting on ideas under discussion

2. Analysis of Information:

- Interpret information presented in diverse media formats
- Analyze the purpose of information presented in diverse media formats

3. Speaker's Point of View

 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

The student will:

Using student's primary mode of communication:

1. Collaborative Discussions:

- Demonstrate understanding of multiple perspectives by paraphrasing what others say in a discussion
- Synthesize the ideas of two or more discussants
- Track progress toward specific goals and deadlines
- Pose questions that elicit elaboration
- Justify own views in light of evidence presented in a discussion

2. Analysis of Information:

- Analyze the main ideas and supporting details presented in diverse media and formats
- Examine how the information presented in diverse media and formats contributes to a topic, text, or issue under study

3. Speaker's Point of View:

- Identify irrelevant or misleading information in a presentation
- Evaluate evidence or information that either supports or does not support a speaker's claim

Continue to address skills and concepts in this strand that approach grade-level expectations

4. Presentation of Information:

 Present claims and findings, emphasizing main ideas

Presentation of Knowledge and Ideas

ENTRY POINTS to Speaking and Listening Standards in Grades 6–8

Less Complex

More Complex

Presentation of Knowledge and Ideas (continued)

The student will:

4. Presentation of Information:

- Report on a topic, tell a story, or recount an experience, using appropriate facts and relevant, descriptive details to support main ideas or themes
- Use appropriate eye contact when presenting on a topic
- Present claims and findings
- Articulate clearly the ideas presented to the audience

5. Media Use:

 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes

6. Speech Adaptation:

- Identify appropriate levels of formality, style, and tone for various audiences
- Deliver an oral presentation making eye contact with audience members

See entry points for earlier grade levels in this topic that are challenging and use ageappropriate materials

The student will:

4. Presentation of Information:

- Report on a topic or text or present an opinion, logically sequencing ideas and using appropriate facts and relevant, descriptive details to support main ideas
- Present claims and findings, citing supporting details, facts, and ideas

5. Media Use:

 Use multimedia to clarify information and/or findings (e.g., charts, graphs, etc.)

6. Speech Adaptation:

- Adapt speech to communicate with two or more different audiences, demonstrating command of formal English when appropriate
- Adapt speech to a variety of contexts, demonstrating command of formal English when appropriate

The student will:

5. Media Use:

 Use multimedia to emphasize salient points

6. Speech Adaptation:

 Adapt speech to a variety of tasks, demonstrating command of formal English when appropriate

Continue to address skills and concepts in this strand that approach grade-level expectations

Grades 9-10		
Cluster		Standards as written
Comprehension and Collaboration		Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
	SL.9-10.1b	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
	SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	SL.9-10.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
	SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Presentation of Knowledge and Ideas	SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)
	SL.9-10.5	Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language Standards 1 and 3 for specific expectations.)

	Grades 11-12		
Cluster		Standards as written	
Comprehension and Collaboration	SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
	SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	
	SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	
	SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	
	SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	
	SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
	SL.11-12.3	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.	
Presentation of Knowledge and Ideas	SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)	
	SL.11-12.5	Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
	SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)	

ENTRY POINTS to Speaking and Listening Standards in Grades 9–12

Less Complex

More Complex

The student will:

Comprehencommunication: sion and Collaboration

Using student's primary mode of

1. Collaborative **Discussions:**

- Work with peers to set rules for collegial discussions and decision-making
- ♦ Work with peers to set clear goals and deadlines
- ♦ Work with peers to identify individual roles as needed
- Initiate and participate effectively in a range of collaborative discussions
- Draw on prepared materials to probe and reflect on ideas under discussion
- Respond to others' questions and comments with relevant evidence, observations, and ideas
- Pose questions that connect the ideas of several speakers

2. Analysis of Information:

Examine how the main ideas and supporting details presented in diverse media and formats clarify a topic, text, or issue under study

3. Speaker's Point of View:

- ♦ Evaluate the soundness of the speaker's reasoning
- Evaluate the sufficiency of the speaker's evidence
- Identify supporting and contradictory evidence for an argument

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

Using student's primary mode of communication:

1. Collaborative Discussions:

- Extend conversations by posing questions that relate the current discussion to broader themes or larger ideas
- Summarize points of agreement
- Summarize points of disagreement

2. Analysis of Information:

Evaluate the motives (e.g., social, political, commercial) behind the information presented in diverse media and formats

3. Speaker's Point of View:

- Evaluate a speaker's point of
- Identify exaggerated or distorted evidence

The student will:

Using student's primary mode of communication:

1. Collaborative Discussions:

- Resolve contradictions during discussions
- Extend conversations by responding to questions that challenge ideas and conclusions
- Ask specific questions to clarify, verify, or challenge what others have said during a discussion
- Identify when additional information or research is required to deepen the discussion
- Respond thoughtfully to diverse perspectives synthesize comments, claims, and evidence made on all sides of an issue

2. Analysis of Information:

- Identify credibility of sources findings, reasoning, and evidence
- Integrate information from multiple sources presented in diverse formats and media in order to make informed decisions
- Check information gathered from the Internet for accuracy record findings

3. Speaker's Point of View:

- Evaluate a speaker's word choices
- Evaluate a speaker's reasoning
- Evaluate a speaker's use of evidence

Continue to address skills and concepts that approach gradelevel expectations in this cluster

ENTRY POINTS to Speaking and Listening Standards in Grades 9–12

Less Complex

More Complex

Presentation of Knowledge and Ideas

The student will:

4. Presentation of Information:

 Present claims and findings in a focused manner, with sound reasoning and wellchosen details

5. Media Use:

 Integrate multimedia and/or visual displays into presentations to strengthen claims and evidence

6. Speech Adaptation:

 Present information, findings, and supporting evidence

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

4. Presentation of Information:

- Present information, findings, and supporting evidence in a logical manner
- Integrate multimedia and visual displays into presentations to add interest

5. Media Use:

 Create presentations using digital media (e.g., textual, graphical, audio, visual, and interactive elements)

6. Speech Adaptation:

 Present information and/or findings, including alternative or opposing perspectives, with supporting evidence

The student will:

4. Presentation of Information:

 Present information in a logical manner, providing alternative or opposing perspectives

5. Media Use:

- Integrate multiple sources of information to enhance understanding of findings, reasoning, and evidence
- Create presentations using digital media (e.g., textual, graphical, audio, visual, and interactive elements)

6. Speech Adaptation:

 Adapt speech to varying audiences, tasks, contexts, and purposes, demonstrating command of formal English when indicated or appropriate

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Language

	Standards	Entry Points	Access Skills
Pre-K	Page 133	Pages 138 – 140	Pages 138 – 142
K	Pages 134 – 135	Pages 138 – 141	
1	Pages 136 – 137	Pages 138 – 141	
2	Pages 143 – 144	Pages 151 – 153	
3	Pages 145 – 146	Pages 151 – 153	
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5	Pages 149 – 150	Pages 151 – 153	
6	Pages 154 – 155	Pages 160 – 162	
7	Pages 156 – 157	Pages 160 – 162	
8	Pages 158 – 159	Pages 160 – 162	
9-10	Pages 163 – 164	Pages 167 – 168	
11-12	Pages 165 – 166	Pages 167 – 168	

CONTENT AREA English Language Arts **STRAND** Language

College and Career Readiness	
Anchor Standards for Language	e

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Cluster		Standards as written	
Conventions of Standard	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
English	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Knowledge of Language	CCRA.L.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	CCRA.L.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.	
	CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.	

CONTENT AREA English Language Arts **STRAND** Language

Pre-Kindergarten		
Cluster		Standards as written
Conventions of Standard	MA.L.PK.1	Demonstrate command of the conventions of standard English grammar and usage when speaking.
English	MA.L.PK.1a	Demonstrate the ability to speak in complete sentences and to form questions using frequently occurring nouns, verbs, question words, and prepositions; name and use in context numbers 0–10 (see pre-kindergarten mathematics standards for Counting and Cardinality).
	L.PK.2	(Begins in kindergarten.)
Knowledge of Language	L.PK.3	(Begins in grade 2.)
Vocabulary Acquisition	MA.L.PK.4	Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.
and Use	MA.L.PK.4a	With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad).
	MA.L.PK.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
	MA.L.PK.5a	Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, texture).
	MA.L.PK.5b	(Begins in kindergarten.)
	MA.L.PK.5c	Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).
	MA.L.PK.5d	(Begins in kindergarten.)
	MA.L.PK.6	Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.

CONTENT AREA English Language Arts STRAND Language

		Kindergarten
Cluster		Standards as written
Conventions of Standard English	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.
	L.K.1a	Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality).
	L.K.1b	Form questions that seek additional information, rather than a simple yes/no answer.
	L.K.1c	Form regular plural nouns orally by adding /s/ or /es/.
	L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.K.2a	Print upper- and lowercase letters.
	L.K.2b	Capitalize the first word in a sentence and the pronoun I.
<u> </u>	L.K.2c	Recognize and name end punctuation.
<u> </u>	L.K.2d	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
	L.K.2e	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
	L.K.2f	Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).
Knowledge of Language	L.K.3	(Begins in grade 2.)
Vocabulary Acquisition and Use	L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
. and use	L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
<u> </u>	L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
	L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
	L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

ocabulary cquisition nd Use	L.K.6	Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.
continued)		

CONTENT AREA English Language Arts STRAND Language

Grade 1		
Cluster		Standards as written
Conventions of Standard English	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
	L.1.1a	Produce and expand simple and compound sentences.
	L.1.1b	Demonstrate understanding that a question is a type of sentence.
	L.1.1c	Use singular and plural nouns with matching verbs in sentences.
	L.1.1d	Use verbs in sentences to convey a sense of past, present, and future.
	L.1.1e	Use common, proper, and possessive nouns.
	L.1.1f	Use personal, possessive, and indefinite pronouns.
	L.1.1g	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
	L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2a	Print legibly all upper- and lowercase letters.
	L.1.2b	Use end punctuation for sentences.
	L.1.2c	Capitalize the names of months and people.
	L.1.2d	Use commas in dates and to separate individual words in a series.
	L.1.2e	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	L.1.2f	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	L.1.2g	Write numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base Ten); understand that numbers are also written as words; write words for numbers from one to ten.
Knowledge of Language	L.1.3	(Begins in grade 2.)
Vocabulary Acquisition and Use	L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
	L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
	L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.
	L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
	L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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Vocabulary Acquisition and Use (continued)	L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	L.1.5b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
	L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
	L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
	L.1.6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships.

ENTRY POINTS and ACCESS SKILLS to Language Standards in Grades Pre-K-1

Less Complex

More Complex

ACCESS SKILLS The student will:

Conventions of Standard English

- Respond to materials related to the conventions of standard English grammar and usage or knowledge of language
- Track (shift focus from materials to speaker) materials related to conventions of standard English grammar and usage or knowledge of language
- Grasp (hold)
 materials related to
 conventions of
 standard English
 grammar and usage
 or knowledge of
 language
- Release or give to materials related to conventions of standard English grammar and usage or knowledge of language
- Move materials related to conventions of standard English grammar and usage or knowledge of language

The student will:

In the context of reading, writing, speaking, and listening:

1. Grammar and Usage:

- Identify nouns
- Produce simple sentences orally, or using augmentative and alternative communication (AAC)
- 2. Capitalization, Punctuation, Spelling:
- Identify written words separated by spaces
- Identify sentences in print that are made up of separate words
- Trace simple strokes that form letters
- Identify and use punctuation marks correctly

ENTRY POINTS The student will:

In the context of reading, writing, speaking, and listening:

Grammar and Usage:

- Create a regular plural noun from a singular noun
- Use verbs to convey what is happening
- Pose questions using interrogatives (wh- questions)
- Use common prepositions (e.g., in, out, on, off, by)

2. Capitalization, Punctuation, Spelling:

- Identify end punctuation
- Identify commas in dates and words in a series (e.g., baseball, football, and hockey)
- Copy a word with uppercase and lowercase letters using a model

The student will:

In the context of reading, writing, speaking, and listening:

Grammar and Usage:

- Identify conjunctions (e.g., and, or, but)
- Identify articles or determiners (e.g., an, the, a, my, this)
- Use common temporal prepositions (e.g., before, after, now, later, first, next)

2. Capitalization, Punctuation, Spelling:

- Print uppercase and lowercase letters of the alphabet
- Select end punctuation
- Spell simple words phonetically
- Capitalize the first word in a sentence and I

Continue to address skills and concepts that approach grade-level expectations in this cluste

ACCESS SKILLS (continued) for Language Standards in Grades Pre-K-1

Less Complex

More Complex

	ENTRY POINTS	
	The student will:	The student will:
Conventions of Standard English (continued)	 Orient or manipulate material related to conventions of standard English grammar and usage or knowledge of language Functionally use materials related to conventions of standard English grammar and usage or knowledge of language (e.g., use date and name stamps appropriately) Locate objects partially hidden or out of sight to materials related to conventions of standard English grammar and usage or knowledge of language Construct or assemble materials related to conventions of standard English grammar and usage or knowledge of language Activate device in an activity related to conventions of standard English grammar and usage or knowledge of language Imitate action in an activity related to conventions of standard English grammar and usage or knowledge of language Initiate cause and effect response in an activity related to conventions of standard English grammar and usage or knowledge of language Sustain activity through response related to conventions of standard English grammar and usage or knowledge of language Gain attention in a activity related to conventions of standard English grammar and usage or knowledge of language Make a request in an activity related to conventions of standard English grammar and usage or knowledge of language Choose from an array of errorless choices related to conventions of standard English grammar and usage or knowledge of language (e.g., materials needed for writing: pencil, name stamp, assistive technology) Use one object to act on another related to an activity (e.g., use a pointer to tap) grammar and usage or knowledge of language Attend visually, aurally, or tactilely to materials related to conventions of standard English grammar and usage or knowledge of language 	

ENTRY POINTS and ACCESS SKILLS to Language Standards in Grades Pre-K-1

Less Complex

More Complex

ACCESS SKILLS

The student will:

Vocabulary Acquisition and Use

- Respond to materials related to vocabulary acquisition
- Track (shift focus from materials to speaker) materials related to vocabulary acquisition
- Grasp (hold) materials related to vocabulary acquisition
- Release or give to another person materials related to vocabulary acquisition
- Move materials related to vocabulary acquisition
- Orient or manipulate materials related to vocabulary acquisition
- Functionally use materials related to vocabulary acquisition
- Locate materials partially hidden or out of sight that are related to vocabulary acquisition
- Construct or assemble materials related to vocabulary acquisition

The student will:

4. Word Analysis:

- Match words or pictures to objects/icons or symbols
- Answer questions about familiar items found in the classroom environment
- Match words or icons to actions (e.g., run, walk, jump)

5. Word Relationship and Usage:

- Sort familiar objects into categories (e.g., shapes, food)
- Match familiar objects to a representation of their purpose
- Match words or pictures from common classroom activities with reallife objects or examples

6. Word Acquisition:

- Use one or two words to express a response, idea, and/or request (e.g., "juice" or "Don't like")
 - Match
 pictures/icons to
 words found in the
 environment (e.g.,
 bus, entrance,
 walk/don't walk)

ENTRY POINTS

The student will:

4. Word Analysis:

- Match words or symbols to pictures that are similar in meaning (synonyms)
- Show meaning of common suffixes with words or pictures (e.g., happiness, playful)
- Answer questions about the meaning of words found in texts (e.g., stories or poems)
- Match words or symbols to pictures that are opposite in meaning (antonyms)

5. Word Relationship and Usage:

- Identify objects/ actions by name
- Categorize
 objects/pictures by
 attributes (e.g.,
 color, size, shape)
- Categorize objects/pictures by function (e.g., use it to write or eat)
- Identify words that are opposite in meaning (antonyms)
- Use words or phrases to describe common classroom activities

The student will:

4. Word Analysis:

- Describe common objects using key attributes (e.g., big dog, small desk)
- Answer questions about the meaning of new words introduced through texts (e.g., stories or poems)
- Generate words with similar meanings to a given word or from a visual representation (e.g., mad/angry, happy/glad)
- Select the correct affixes from a list to describe different actions (e.g. march, marching, marched)

5. Word Relationship and Usage:

- Categorize common objects according to their function and/or purpose
- Describe attributes of various common living and/or non-living objects (e.g., dogs are furry and they bark)
- Apply words learned during classroom activities to real-life situations (e.g., identify an object that is colorful)
- Show the meaning of words of varying intensity (e.g., big, huge, gigantic)

ENTRY POINTS and ACCESS SKILLS to Language Standards in Grades Pre-K-1

Less Complex

More Complex

	ACCESS SKILLS	ENTRY POINTS	
	The student will:	The student will:	
Vocabulary Acquisition and Use (continued)	 Activate device in an activity related to vocabulary acquisition Imitate action in an activity related to vocabulary acquisition Initiate cause and effect response in an activity related to vocabulary acquisition Sustain activity through response related to vocabulary acquisition Gain attention in an activity related to vocabulary acquisition Make a request in an activity related to vocabulary acquisition Choose from an array of errorless choices related to vocabulary acquisition Use one object to act on another in an activity related to vocabulary acquisition Use one object to act on another in an activity related to vocabulary acquisition (e.g., use a pointer to tap) Take turns appropriately during classroom discussion on vocabulary acquisition Attend visually, aurally, or tactilely to materials related to vocabulary acquisition Attend visually, aurally, or tactilely to materials related to vocabulary acquisition 	Acquisition: Label common objects/pictures/ icons found in the environment (e.g., light, bus, tree, road, sidewalk, chair, table) Use one or two words to express a response, idea, or request (e.g., "want computer", "eat lunch, then gym")	 6. Word Acquisition: Identify the word or words that correspond to a picture/icon found in the environment (e.g., library, cafeteria, maps) Use two- to three-word phrases to express ideas about, or describe, objects/signs/icons found in the environment (e.g., pretty flower, big yellow bus) Use common conjunctions to explain simple relationships (e.g., and, because)

CONTENT AREA English Language Arts STRAND Language

Grade 2				
Cluster		Standards as written		
Conventions of Standard English	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.		
	L.2.1a	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.		
	L.2.1b	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.		
	L.2.1c	Use collective nouns and frequently occurring irregular plural nouns.		
	L.2.1d	Use reflexive pronouns.		
	L.2.1e	Form and use the past tense of frequently occurring irregular verbs.		
	L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	L.2.2a	Print upper- and lowercase letters legibly and fluently.		
	L.2.2b	Capitalize holidays, product names, and geographic names.		
	L.2.2c	Use commas in greetings and closings of letters.		
	L.2.2d	Use an apostrophe to form contractions and frequently occurring possessives.		
	L.2.2e	Generalize learned spelling patterns when writing words (e.g., cage \rightarrow badge; boy \rightarrow boil).		
	L.2.2f	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
	L.2.2g	Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in 1 + 3 = 4, but written words in "When I was one, I was just begun, / When I was two, I was still quite new" from A. A. Milne's poem "Now We Are Six").		
Knowledge of Language	L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	L.2.3a	Compare formal and informal uses of English.		
Vocabulary Acquisition and Use	L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.		
	L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.		
	L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).		

Vocabulary Acquisition and Use (continued)	L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
	L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
	L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	L.2.4f	Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., a.m., p.m.)
	L.2.4g	Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).
l	L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
	L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
	L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
	L.2.6	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

		Grade 3
Cluster		Standards as written
Conventions of Standard English	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
	L.3.1a	Produce, expand, and rearrange complete simple, compound, and complex sentences.
	L.3.1b	Ensure subject-verb and pronoun-antecedent agreement.
	L.3.1c	Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.
	L.3.1d	Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.
	L.3.1e	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
	L.3.1f	Use abstract nouns.
	L.3.1g	Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.
	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.3.2a	Write legibly and fluently by hand, using either printing or cursive handwriting.
	L.3.2b	Capitalize appropriate words in titles.
	L.3.2c	Use commas in addresses.
	L.3.2d	Use commas and quotation marks in dialogue.
	L.3.2e	Form and use possessives.
	L.3.2f	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
	L.3.2g	Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., "Three pandas could be seen eating leaves high in the bamboo grove.").
	L.3.2h	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	L.3.2i	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
,	L.3.3a	Choose words and phrases for effect.
	L.3.3b	Recognize and observe differences between the conventions of spoken and written English.
Vocabulary Acquisition and Use	L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
ļ <u> </u>	L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
	L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
	L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
	L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	L.3.4e	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
	L.3.4f	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
_	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
	L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
	L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
	L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

	Grade 4		
Cluster		Standards as written	
Conventions of Standard English	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
	L.4.1a	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.	
	L.4.1b	Correctly use frequently confused words (e.g., their/there).	
	L.4.1c	Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.	
	L.4.1d	Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.	
	L.4.1e	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.	
	L.4.1f	Form and use progressive verb tenses.	
	L.4.1g	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	L.4.2	Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.	
,	L.4.2a	Use correct capitalization.	
	L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	
	L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	
	L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	
	L.4.2e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	

Knowledge of Language	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
,	L.4.3a	Choose words and phrases to convey ideas precisely.
,	L.4.3b	Choose punctuation for effect.
	L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).
Vocabulary Acquisition and Use	L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	L.4.4d	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
	L.4.4e	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
	L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
	L.4.6	Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

	Grade 5		
Cluster		Standards as written	
Conventions of Standard English	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
	L.5.1a	Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.	
<u> </u>	L.5.1b	Recognize and correct inappropriate shifts in verb tense.	
	L.5.1c	Use active and passive verbs, choosing between them depending on the overall meaning of the sentence.	
	L.5.1d	Form and use perfect verb tenses.	
	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	L.5.2a	Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.	
<u> </u>	L.5.2b	Use punctuation to separate items in a series.	
<u> </u>	L.5.2c	Use a comma to separate an introductory element from the rest of the sentence.	
	L.5.2d	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	
<u> </u>	L.5.2e	Use underlining, quotation marks, or italics to indicate titles of works.	
	L.5.2f	Spell grade-appropriate words correctly, consulting references as needed.	
Knowledge of Language	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
	L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
	L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	
Vocabulary Acquisition and Use	L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
	L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
	L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	

<u> </u>		
Vocabulary Acquisition and Use (continued)	L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	L.5.4d	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
	L.5.4e	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
	L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.5.5a	Interpret figurative language, including similes and metaphors, in context.
	L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
	L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	L.5.6	Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

ENTRY POINTS to Language Standards in Grades 2–5

Less Complex

Conventions

of Standard English

More Complex

The student will:

In the context of reading, writing, speaking, and listening:

1. Grammar and Usage:

 Choose adjectives to describe people, places, and objects

2. Capitalization, Punctuation, Spelling:

- Identify correct use of punctuation marks (comma, period, question mark, exclamation point)
- Write the letter(s) for consonant and short-vowel sounds (phonemes)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships

See entry points for earlier grade levels in this topic that are challenging and use ageappropriate materials

The student will:

In the context of reading, writing, speaking, and listening:

1. Grammar and Usage:

- Construct a declarative sentence with a noun and a verb
- Complete a sentence using the correct verb tense (today I walk, yesterday I walked, tomorrow I will walk)
- Complete sentences using indefinite, personal, and possessive pronouns
- Complete sentences using common conjunctions to connect ideas, events, or statements
- Complete sentences using reflexive pronouns to refer to self and others (myself, ourselves, himself)

2. Capitalization, Punctuation, Spelling:

- Complete sentences using conventions of standard English grammar and usage, including (select one)
 - punctuation
 - spelling (including use of homophones)
 - capitalization

The student will:

In the context of reading, writing, speaking, and listening:

1. Grammar and Usage:

- Construct a declarative sentence using a noun, verb, and adjective
- Identify past tense of frequently occurring irregular verbs (e.g., be, have, go)
- Identify common occurring irregular plural nouns (e.g., geese, feet, children, teeth, mice, fish)
- Produce simple sentences with subject/verb agreement

2. Capitalization, Punctuation, Spelling:

- Use an apostrophe to indicate a possessive noun
- Consult reference materials, including beginning dictionaries to check and correct spelling
- Spell unfamiliar words phonetically, drawing on phonemic awareness and spelling conventions

Continue to address skills and concepts in this strand that approach grade-level expectations

Knowledge of Language

- 3. Language Function:
- Produce relevant statements on a given topic
- Identify examples of formal and informal language

See entry points for earlier grade levels in this topic that are challenging and use ageappropriate materials

3. Language Function:

- Distinguish between formal and informal language
- Retell a personal experience, or story, or provide information using standard English conventions
- Complete sentences using punctuation to guide tone and effect

3. Language Function:

 Complete sentences using appropriate written language to communicate with different audiences

Continue to address skills and concepts in this strand that approach grade-level expectations

ENTRY POINTS to Language Standards in Grades 2–5

Less Complex

More Complex

Vocabulary Acquisition and Use

The student will:

- 4. Word Analysis:
- Identify the meaning of a newly formed word when a known affix is added (e.g., happy/unhappy, care/careless)
- Show/express the meaning of newly created compound words (e.g., use pictures, create a sentence)
- Identify the precise meaning of words using print or digital reference materials (e.g., dictionary or thesaurus)
- Show/express the meaning of common suffixes and prefixes (e.g., -ed, -ing, re-, un-)
- Give examples of words or phrases with known affixes that signal emotions
- Identify actions, emotions or states of being with words/ icons/pictures
- Match common abbreviations or symbols to the word they represent (e.g., N, S, E, W to North, South, East, West)

5. Word Relationship and Usage:

- Identify words/pictures/ symbols that have the opposite meaning as a given word (antonym)
- Identify words/pictures/ symbols that have the same meaning as a given word (synonym)

6. Word Acquisition:

 Match words to visual representations that show spatial and/or temporal relationships (e.g., beneath, above, before, later)

The student will:

4. Word Analysis:

- Determine the meaning of an unknown word with the same known root (e.g., part/partial)
- Determine the meaning of a newly formed word when a known affix is added (e.g., happy/unhappy, care/careless)
- Determine the meaning of a word using sentence-level context as a clue (e.g., "my sister was anxious about meeting new friends, but I was not nervous at all." In this sentence the word in italics means...)
- Determine the meaning of compound words based on the meaning of each individual word
- Construct at least one sentence using words that show spatial relationships

5. Word Relationship and Usage:

- Show/express the meaning of words that look or sound the same, but have multiple meanings (homophone, homograph)
- Describe the attributes/characteristics of a given category of items (e.g., describe foods that you like: sweet, soft, crunchy)
- List verbs that are closely related in meaning (synonyms) (e.g., fling, throw, pitch)

The student will

- 4. Word Analysis:
- Determine the meaning of an unknown word with frequently occurring affixes
- Determine the meaning of unknown words in text(s) read by or to the student
- Determine the meaning of unknown words using their Greek and Latin affixes and/or roots (e.g., autograph)
- Determine the meaning of unknown words or phrases using context within a sentence (e.g., definitions, or relationships within sentences)
- Compare/contrast the meaning of a compound word to the individual words that make up the compound word (e.g., birdhouse, notebook)
- Determine the meaning and/or use of common abbreviations or symbols (e.g., & to mean 'and' or ' to mean temperature or degrees)

5. Word Relationship and Usage:

- Distinguish literal from nonliteral meanings of words in context
- Describe one or more key attributes of various objects (e.g., a tiger is a large cat with stripes)
- Identify real-life connections between words that represent objects and their function (e.g., a bed is where you sleep)

ENTRY POINTS to Language Standards in Grades 2–5

Less Complex

Vocabulary

Acquisition

(Continued)

and Use

More Complex

The student will:

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

- List adjectives that are closely related in meaning (synonyms) (e.g., slim, skinny, thin, trim)
- Sort words into categories based on their meaning
- Show/express the meaning of common idioms (e.g., "butterflies in my stomach")
- ◆ Show/express the meaning of adages (e.g., "better safe than sorry")
- Show/express the meaning of proverbs (e.g., "the pen is mightier than the sword")
- Show/express words/pictures/ symbols that have the same meaning as a given word (synonym)

6. Word Acquisition:

- Complete sentences that describe spatial and/or temporal relationships
- (e.g., We walked on the beach before lunch, and then we went swimming.)
- Construct sentences using adjectives and/or adverbs to describe ideas or respond to text.

The student will:

- Explain the meaning of common idioms encountered through reading or having been read to
- Explain the meaning of an adage
- Explain the meaning of a proverb
- Distinguish shades of meaning among verbs (e.g., look/peek/glance/ stare)
- Distinguish shades of meaning among adjectives that differ in intensity (e.g., big/huge/massive)
- Express differences in related vocabulary that describe the degree of certainty (e.g., knew, believed)
- Create similes and/or metaphors to demonstrate understanding of figurative language

6. Word Acquisition:

 Complete sentences using words that show spatial and/or temporal relationships, including adjectives and/or adverbs (e.g.," We looked everywhere for the lost toys before dinner")

Continue to address skills and concepts in this strand that approach grade-level expectations

		Grade 6
Cluster		Standards as written
Conventions of Standard English	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
	L.6.1a	Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.
	L.6.1b	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.
	L.6.1c	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
	L.6.2b	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
Knowledge of Language	L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.6.3a	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
	L.6.3b	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
Vocabulary Acquisition and Use	L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
	L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Vocabulary Acquisition	L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
and Use	L.6.5a	Interpret figures of speech (e.g., personification) in context.
· (continued)	L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
	L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
	L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

	Grade 7		
Cluster		Standards as written	
Conventions of Standard English	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
	L.7.1a	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.	
	L.7.1b	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).	
	L.7.1c	Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases.	
	L.7.1d	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.	
	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	L.7.2a	Use a comma to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).	
	L.7.2b	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).	
Knowledge of Language	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
	L.7.3a	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.	
	L.7.3b	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.	
Vocabulary Acquisition and Use	L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	
	L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
	L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	
	L.7.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	

Vocabulary Acquisition and Use (continued)	L.7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
,	L.7.5a	Interpret figures of speech (e.g., literary, biblical, mythological allusions) in context.
	L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
	L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
	L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

		Grade 8
Cluster		Standards as written
Conventions of Standard English	L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
	L.8.1a	Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.
	L.8.1b	Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.
	L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
	L.8.2b	Use an ellipsis to indicate an omission.
	L.8.2c	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
Knowledge of Language	L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.8.3a	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
	L.8.3b	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
Vocabulary Acquisition and Use	L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
	L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
	L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	L.8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Vocabulary Acquisition and Use (continued)	L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.
	L.8.5b	Use the relationship between particular words to better understand each of the words.
	L.8.5c	Distinguish among the connotations (associations) of words with similar denotations. (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
	L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

ENTRY POINTS to Language Standards in Grades 6–8

Less Complex

More Complex

The student will:

Conventions of Standard English

In the context of reading, writing, speaking, and listening:

1. Grammar and Usage

- Complete sentences using the progressive verb tenses (e.g., I was walking, I am walking, I will be walking)
- Complete sentences by deconstructing a compound sentence
- Identify the tenses of common irregular verbs (have, be)
- Identify subjective, objective, and intensive pronouns
- Identify run-on sentences and fragments
- Use modal auxiliary verbs appropriately (e.g., may, might, can, could, would, must, should, will)

2. Capitalization, Punctuation, Spelling:

- ♦ Complete sentences using correct capitalization
- Complete sentences using a comma and quotation marks to indicate direct speech and quotations from a text
- Complete sentences using a comma before a coordinating conjunction in a compound sentence

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

In the context of reading, writing, speaking, and listening:

1. Grammar and Usage:

- Complete sentences using relative pronouns (who, whose, whom, which, that)
- Complete sentences using relative adverbs (where, when, why)
- Complete sentences using conjunctions to form a compound sentence that joins two independent clauses (and, because)
- Use prepositions in a sentence that refer to time, location, or direction (e.g., at, across, during)
- Use pronoun-antecedent agreement in sentences

2. Capitalization, Punctuation, Spelling:

- ♦ Spell developmentally
- appropriate words correctly, consulting references as needed

The student will:

In the context of reading, writing, speaking, and listening:

1. Grammar and Usage:

- Identify the functions of conjunctions, prepositions, and interjections
- Complete compound and complex sentences in writing and communicating
- Complete sentences using correlative conjunctions (e.g., either/or, neither/nor)

2. Capitalization, Punctuation, Spelling:

- Complete sentences using punctuation to separate items in a series
- Complete sentences using underlining, quotation marks, or italics to indicate titles of works
- Spell commonly used grade-appropriate words correctly, consulting references as needed

Continue to address skills and concepts that approach gradelevel expectations in this cluster

ENTRY POINTS to Language Standards in Grades 6–8

Less Complex

More Complex

Knowledge of Language

The student will:

3. Language Function:

- Choose words and phrases to convey ideas
- Identify appropriate levels of formality and style, based on audience

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

3. Language Function:

- Provide additional information to further clarify a point
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories and poems

The student will:

3. Language Function:

- Maintain consistency of style when communicating information or an idea
- Vary sentence structure when communicating information or an idea

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Vocabulary Acquisition and Use

4. Word Analysis:

- Use reference materials

 (e.g., a dictionary or thesaurus) to determine the meaning of key words encountered through reading or having been read to
- Identify the meaning of unknown words or phrases using context clues from a phrase or sentence
- Determine the meaning of a word using the base word plus a prefix or suffix (e.g., "inspect" = "in" + "spect" = "to look into;" or "biology" =" bio" + "logy" = "study of life")

5. Word Relationship and Usage:

- Explain the meaning of simple similes and/or metaphors encountered having been read to
- Identify figures of speech used in a sentence, paragraph, or passage (e.g. identifying whether or not a sentence contains personification)

Word Analysis:

- Construct new words by using a familiar base word, adding a prefix and/or suffix, and describe the meaning (e.g., determine the meaning of "disagreeable;" base word is "agree," add the prefix "dis," and the suffix "able")
- Determine the meaning of unknown words or phrases using context clues from sentences read by or to the student

5. Word Relationship and Usage:

- Determine the meaning of figures of speech in the context of literature or informational text
- Give examples of figures of speech (e.g., personification)
- Distinguish shades of meaning among verbs (e.g., look, peek, glance, stare)

4. Word Analysis:

- Use reference materials (e.g., a thesaurus) to determine words with a similar meaning as key words encountered when reading
- Determine the multiple meanings of the same words using context clues from a text.
- Determine the meaning of unknown words or phrases using context clues from the sentence, paragraph, or passage

5. Word Relationship and Usage:

- Identify a simile and/or metaphor in a text and explain its meaning
- Identify examples of irony in a passage
- Identify examples of personification in a passage
- Distinguish shades of meaning among adjectives that differ in intensity (e.g., big, huge, massive)

ENTRY POINTS to Language Standards in Grades 6–8

Less Complex

More Complex



The student will:

- 6. Word Acquisition:
- Determine the meaning of unfamiliar academic and/or domain-specific words using reference materials (e.g., a dictionary)
- Use multiple adjectives to describe an event, person, object, or a literary character

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

- 6. Word Acquisition:
- Determine the meaning of unfamiliar academic and/or domain-specific words using context
- Incorporate new and/or unfamiliar words when expressing ideas on a particular topic
- Incorporate domain-specific words when expressing ideas on a particular topic

The student will:

- 6. Word Acquisition:
- Construct sentences using words that indicate contrast (e.g., however, although)
- Construct sentences using words and/or phrases that indicate the addition of ideas or concepts (e.g., moreover, similarly, in addition to)

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Grades 9–10			
Cluster		Standards as written	
Conventions of Standard English	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
	L.9-10.1a	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.	
	L.9-10.1b	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
	L.9-10.1c	Use parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing.	
	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
	L.9-10.2b	Use a colon to introduce a list or quotation.	
	L.9-10.2c	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).	
Knowledge of Language	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
	L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	
	L.9-10.3b	Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).	
Vocabulary Acquisition and Use	L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	
	L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
	L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	
	L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	

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Vocabulary Acquisition and Use (continued)	L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.
	L.9-10.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

Grades 11–12		
Cluster		Standards as written
Conventions of Standard English	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 11–12 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
	L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
	L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.11-12.2a	Observe hyphenation conventions.
	L.11-12.2b	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
Knowledge of Language	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.11-12.3a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	L.11-12.3b	Revise and edit to make work more concise and cohesive.
Vocabulary Acquisition and Use	L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
	L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
	L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
	L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
	L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.

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ocabulary acquisition and Use	L.11-12.6	Acquire and use accurately grade-appropriate general academic and domain-specifi words and phrases; independently research words and gather vocabulary knowledg
continued)		

ENTRY POINTS to Language Standards in Grades 9–12

Less Complex

Conventions

of Standard English

More Complex

The student will:

In the context of reading, writing, speaking, and listening:

1. Grammar and Usage:

- Identify inappropriate shifts in pronoun number and person
- ◆ Identify a phrase or clause within a sentence
- Identify examples of parallel structure
- Correct inappropriate shifts in verb tense

2. Capitalization, Punctuation, Spelling:

- Use commas to separate coordinate adjectives (e.g., it was a fascinating, enjoyable movie)
- Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

In the context of reading, writing, speaking, and listening:

1. Grammar and Usage:

- Identify a sentence as being written in either the active or the passive voice
- ♦ Identify gerunds
- Identify participles
- ♦ Identify infinitives
- Make corrections to inappropriate shifts in pronoun number and person
- Identify examples of subjunctive and conditional moods

2. Capitalization, Punctuation, Spelling:

- Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break
- Use an ellipsis to indicate an omission (...)

The student will:

In the context of reading, writing, speaking, and listening:

1. Grammar and Usage:

- Identify the function of gerunds
- Identify the function of participles
- Identify the function of infinitives
- Use verbs in the indicative, imperative, and interrogative moods
- Use verbs in the conditional and subjunctive moods
- Correct inappropriate shifts in verb the voice and moods
- Complete sentences using verbs in the active voice
- Complete sentences using verbs in the passive voice

2. Capitalization, Punctuation, Spelling:

- Identify the appropriate use of colons
- Identify the appropriate use of semi-colons
- Spell domain-specific words correctly

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Knowledge of Language

- 3. Language Function:
- Vary sentence patterns for meaning, interest, and style
- Maintain consistency in style and tone

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

3. Language Function:

 Complete sentences using language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

3. Language Function:

- Edit work using a style manual
- Use verbs in the active and passive voice to achieve particular effects
- Use verbs in the conditional and subjunctive mood to achieve particular effects

Continue to address skills and concepts that approach gradelevel expectations in this cluster

ENTRY POINTS to Language Standards in Grades 9–12

Less Complex

More Complex

Vocabulary Acquisition and Use

The student will:

- 4. Word Analysis:
- Identify the meaning of unknown words based on context clues within a sentence or paragraph
- Identify word variations that indicate different meanings (e.g., analyze, analysis, analytical)
- Use general reference materials (e.g., dictionaries, glossaries, and/or thesauruses) to determine the meaning of unknown words

5. Word Relationship and Usage:

- Change the form of a word to alter its meaning and define the new word (e.g., analyze, analysis, analytical)
- Identify examples of figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) and other figurative language in a variety of texts
- Identify words with similar meanings

6. Word Acquisition:

 Complete sentences using general academic words and/or phrases sufficient to convey their meaning

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

4. Word Analysis:

- Determine the meaning of unknown words and phrases based on context clues within a sentence, paragraph, or larger text
- Correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
- Use general and specialized reference materials to determine the meaning of unknown words and phrases
- Use general and specialized reference materials to determine the meaning of words and phrases with multiple meanings
- Verify a prediction about the meaning of an unknown word in a text using reference materials or inferring its meaning from its context

5. Word Relationship and Usage:

- Identify relationships between specific words (e.g., are they synonyms, antonyms, analogous?)
- ◆ Interpret figures of speech and/or other figurative language (e.g., euphemism or paradox) in context
- Determine subtle differences in the meanings of words with similar meanings

6. Word Acquisition:

 Complete sentences using domain-specific words and/or phrases to convey meaning

The student will:

4. Word Analysis:

- Determine the meaning of unknown words using a variety of strategies
- Determine the meaning of words with multiple meanings using a variety of strategies

5. Word Relationship and Usage:

- Analyze the role of figurative language in a text
- Describe relationships between specific words used in context (e.g., synonym/antonym, analogy) to reveal their meaning
- Analyze nuances (connotations) between words with similar definitions (e.g., bullheaded, willful, firm, persistent, resolute)

6. Word Acquisition:

- Complete sentences using general academic/ domainspecific words and/or phrases to convey meaning (e.g., Leaves absorb sunlight and ______ to make food for the plant.)
- Use general academic and domain-specific words and phrases

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Reading – Literacy in History/Social Studies

	Standards	Entry Points	Access Skills
6	Page 171	Pages 172 – 175	Pages 172 – 173
7	Page 171	Pages 172 – 175	
8	Page 171	Pages 172 – 175	
9-10	Page 176	Pages 178 – 180	
11-12	Page 177	Pages 178 – 180	

CONTENT AREA English Language Arts STRAND Reading – Literacy in History/Social Studies

College and Career Readiness Anchor Standards for Reading - Literacy in History/Social Studies

Cluster		Standards as written
Key Ideas and Details	CCRA.1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
	CCRA.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	CCRA.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Craft and Structure	CCRA.4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
	CCRA.5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
	CCRA.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas	CCRA.7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	CCRA.8	Distinguish among fact, opinion, and reasoned judgment in a text.
	CCRA.9	Analyze the relationship between a primary and secondary source on the same topic.
Range of Reading and Level of Text Complexity	CCRA.10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

CONTENT AREA English Language Arts STRAND Reading – Literacy in History/Social Studies

Grades 6–8			
Cluster		Standards as written	
Key Ideas and Details RH.6-8.1		Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)	
	RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
	RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	
Craft and Structure	RH.6-8.4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
	RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.	
	RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
Integration of Knowledge	RH.6-8.7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
and Ideas	RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.	
	RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.	
Range of Reading and Level of Text Complexity	RH.6-8.10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.	

ENTRY POINTS and ACCESS SKILLS to Reading Standards for Literacy in History/Social Studies in Grades 6–8

Less Complex

More Complex

ACCESS SKILLS

The student will:

Key Ideas and Details

- Respond to materials related to History and Social Sciences text
- Track (shift focus from materials to speaker) materials related to History and Social Sciences text
- Grasp (holds)
 materials related
 to History and
 Social Sciences
 text
- Release or give to materials related to History and Social Sciences text
- Move materials related to History and Social Sciences text

The student will:

For **HSS** texts read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

- Cite an example of a primary source relevant to a topic
- Cite an example of a secondary source relevant to a topic
- Cite one or more details or events from an HSS text

2. Main Ideas:

- Summarize information in a primary source
- Summarize information in a secondary source

3. Connections:

- ◆ Identify the first step or event in a multistep process related to HSS (e.g., how a bill becomes a law)
- Identify key steps in a process related to HSS

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

ENTRY POINTS

The student will:

For **HSS** texts read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

- ◆ Answer questions about a primary source (e.g., the Gettysburg Address)
- Answer questions about a secondary source (e.g., a book about the Gettysburg Address)
- Identify key details or events cited in a text

2. Main Ideas:

- ◆ Identify the main idea(s) in a primary source
- Identify the main idea(s) in a secondary source

3. Connections:

 Sequence the steps or events in a multistep process related to HSS (e.g., how a bill becomes a law)

The student will:

For **HSS** texts read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

- Distinguish between primary and secondary sources
- Cite key information from primary and secondary sources on a topic related to HSS

2. Main Ideas:

- Summarize the main idea in a primary or secondary source on a topic related to an HSS
- Explain how a main idea is supported by key details in a primary or secondary source on a topic related to an HSS

3. Connections:

 Describe a process outlined in an HSS text (e.g., how interest rates are raised or lowered)

Continue to address skills and concepts that approach grade-level expectations in this cluster

ACCESS SKILLS (continued) for Reading Standards for Literacy in History/Social Studies in Grades 6–8

Less Complex

More Complex

	ACCESS SKILLS The student will:	ENTRY POINTS The student will:
Key Ideas and Details (continued)	 Orient or manipulate materials related to History and Social Sciences text Functionally use materials related to History and Social Sciences text Locate partially hidden or out-of-sight materials related to History and Social Sciences text Construct or assemble materials related to History and Social Sciences text Activate device in an activity related to History and Social Sciences text Imitate action in an activity related to History and Social Sciences text Initiate cause-and-effect response in an activity related to History and Social Sciences text Sustain activity through response related to History and Social Sciences text Gain attention in a activity related to History and Social Sciences text Make a request in an activity related to History and Social Sciences text Choose from an array of errorless choices related to History and Social Sciences text Use one object to act on another related to History and Social Sciences text (e.g., use a pointer to tap) Attend visually, aurally, or tactilely to materials related to History and Social Sciences text 	

ENTRY POINTS to

Reading Standards for Literacy in History/Social Studies in Grades 6-8

Less Complex

More Complex

Craft and Structure

The student will:

- 4. Word Meaning:
- Determine the meaning of academic words specific to HSS text

5. Text Structure:

- 6. Point of View:
- Identify the main purpose of a text, including what the author wants to explain

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

- 4. Word Meaning:
- Determine the meaning of domain- specific words in an HSS text using digital or print resources

5. Text Structure:

- Describe how information is organized in an HSS text (e.g., use of headings, captions, chapters, bold print)
- 6. Point of View:
- Explain the author's point of view in an HSS text

The student will:

- 4. Word Meaning:
- ◆ Determine the meaning of domain specific phrases used in an HSS text

5. Text Structure:

- Describe how the use of headings, captions, and bold print contribute to the understanding of an HSS text
- Describe the content presented within each heading, subheading, or caption

6. Point of View:

 List details that reveal an author's point of view in an HSS text

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Integration of Knowledge and Ideas

7. Content Integration/ Analysis:

- Answer questions about charts, graphs, or other visual representations in an HSS text
- Identify illustrations and the corresponding information in an HSS text.

8. Argument Analysis:

- Identify examples of facts in a HSS text
- Identify examples of opinions in an HSS text

9. Text Analysis:

- Identify primary sources cited in an HSS text
- ◆ Identify secondary sources cited in an HSS text

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

7. Content Integration/ Analysis:

- Describe information presented in a chart, graph, photograph, or video
- Describe information presented in print and digital HSS texts

8. Argument Analysis:

- Differentiate between fact and opinion in an HSS text
- Identify examples of reasoned judgment in an HSS text

9. Text Analysis:

- Describe information provided by a primary source in an HSS text
- Describe information provided by a secondary source in an HSS text

7. Content Integration/ Analysis:

- List the reasons for, or advantages of, displaying certain information graphically in an HSS text
- Compare and contrast visual information and a corresponding print or digital HSS text

8. Argument Analysis:

- Find evidence in an HSS text to support reasoned judgment
- Analyze differences between opinion and reasoned judgment in a HSS text
- Analyze differences between fact and reasoned judgment in an HSS text

ENTRY POINTS to Reading Standards for Literacy in History/Social Studies in Grades 6–8

Less Complex

More Complex

Integration of Knowledge and Ideas (continued)	9. Text Analysis: ◆ Compare and contrast a primary source and a secondary source on the same topic Continue to address skills and
	concepts that approach grade- level expectations in this cluster
Range of Reading and Level of Text Complexity	 Continue to read and comprehend history/social studies texts that approach grade- level complexity, with scaffolding and support as needed

CONTENT AREA English Language Arts **STRAND** Reading – Literacy in History/Social Studies

Grades 9-10			
Cluster		Standards as written	
Key Ideas and Details RH.9-10.1		Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	
	RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.	
	RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	
		Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	
	RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	
	RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	
Integration of Knowledge and Ideas	RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	
	RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	
		For example, students compose an essay for their humanities class on deTocqueville's observations of life in America in the 1830s, and argue whether or not his claims about America are still relevant in the twenty-first century. They support their argument with examples drawn from economic, political, and social aspects of modern life. (RCA-H.9–10.1, RCA-H.9–10.8, WCA.9–10.1).	
	RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	
Range of Reading and Level of Text Complexity	RH.9-10.10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.	

CONTENT AREA English Language Arts **STRAND** Reading – Literacy in History/Social Studies

	Grades 11-12		
Cluster		Standards as written	
Key Ideas and Details RH.11-12.1		Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	
	RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	
	RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where a text leaves matters uncertain.	
Craft and Structure	RH.11-12.4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	
	RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	
	RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	
Integration of Knowledge and Ideas	RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	
	RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	
	RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	
Range of Reading and Level of Text Complexity	RH.11-12.10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.	

ENTRY POINTS to

Reading Standards for Literacy in History/Social Studies in Grades 9–12

Less Complex

More Complex

The student will:

Key Ideas and Details

For **HSS** texts read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

- Cite specific textual evidence to support analysis of primary sources of HSS text
- Cite specific textual evidence to support analysis of secondary sources of HSS text

2. Main Ideas:

- Determine the central ideas or information in a primary or secondary source
- Summarize the information in a primary or secondary source (distinct from prior knowledge or opinions)

3. Connections:

- Identify key steps in a text's description of a process related to HSS (e.g., how a bill becomes law, how interest rates are raised or lowered)
- Identify a series of events described in HSS text

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

For **HSS** texts read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

 Determine the differences between key details presented in a primary source and a secondary source on the same HSS topic

2. Main Ideas:

- Explain how key events or ideas in a primary or secondary source develop over the course of HSS text
- Determine the relationship between two details or ideas in a primary or secondary source

3. Connections:

- Determine whether a series of events in a text are connected to, or independent of, each other
- Cite explanations for an event or action in an HSS text
- Identify an event that occurred directly after another event (i.e., one event preceded another)

The student will:

For **HSS** texts read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

- Cite textual evidence to support insights or conclusions drawn from a primary HSS text
- Cite textual evidence to support insights or conclusions drawn from a secondary HSS text
- Compare and contrast information provided by primary and secondary sources on the same event or time period

2. Main Ideas:

- Summarize how key events or ideas develop over the course of HSS text
- Identify the relationships among the key details and ideas in HSS text

3. Connections:

- Cite evidence to support explanations for an event or action
- Identify an event that directly caused another event (cause and effect)
- Determine areas of a text where the author has left matters uncertain

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Craft and Structure

4. Word Meaning:

 Determine the meaning of domain-specific vocabulary in HSS text

ENTRY POINTS to

Reading Standards for Literacy in History/Social Studies in Grades 9–12

Less Complex

More Complex

Craft and Structure (continued)

The student will:

5. Text Structure:

 Outline the structure of an HSS text used to organize key points (e.g., graphic organizer)

6. Point of View:

◆ Identify aspects of a text that reveal an author's point of view or purpose

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

4. Word Meaning:

- Determine the meaning of domain- specific vocabulary in an HSS text
- Determine the meaning of vocabulary related to the political aspects of an HSS text
- Determine the meaning of vocabulary related to the economic aspects of HSS

5. Text Structure:

- Describe how a text is structured and information is presented (e.g., either sequentially, causally, or comparatively)
- Examine how a text uses structure to organize an analysis or explanation

6. Point of View:

◆ Identify two authors' points of view on the same topic in HSS

The student will:

4. Word Meaning:

- Determine the meaning of politically relevant phrases
- Determine the meaning of economically relevant phrases
- Examine how the author's use of a key term changes over the course of the text
- Examine how the meaning of a word can vary slightly over the course of the text

5. Text Structure:

- Determine how a text uses structure to emphasize key points
- ◆ Examine how a complex primary source is structured
- Examine how key sentences, paragraphs, and portions of the text contribute to the primary source

6. Point of View:

- Compare two or more authors' differing points of view on the same historical event
- Compare and contrast the points of view of two authors who write about the same (or similar) topic

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Integration of Knowledge and Ideas

7. Content Integration/Analysis:

 Summarize visual information or displays in an HSS text (e.g., charts, graphs, photographs, or maps)

7. Content Integration/Analysis:

 Summarize information in a HSS text

7. Content Integration/Analysis:

 Evaluate information expressed in a HSS text

Reading Standards for Literacy in History/Social Studies in Grades 9–12

Less Complex

More Complex

Integration of Knowledge and Ideas (continued)

The student will:

Argument Analysis:

- Distinguish among fact, opinion, and reasoned judgment in a text
- Determine an author's claim in an HSS text

9. Text Analysis:

Analyze the relationship between a primary source and a secondary source on the same topic

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

8. Argument Analysis:

- Cite the evidence used to support the author's claim
- Cite facts or evidence that challenge the author's claim in an HSS text
- Cite the reasoning used to support the author's claims in an HSS text

9. Text Analysis:

- Compare and contrast how two or more primary sources treat the same topic in HSS texts
- Compare and contrast how two or more secondary sources treat the same topic

The student will:

8. Argument Analysis:

- Examine whether the evidence presented in a text was sufficient to support the author's claim
- Describe other information the author could have used to support the claim
- Challenge an author's claim with evidence or information to the contrary

9. Text Analysis:

- Compare and contrast how a primary source and a secondary source treat the same topic in HSS texts
- Integrate information from diverse primary sources into a coherent understanding of a topic
- Integrate information from diverse secondary sources into a coherent understanding of a topic

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Range of Reading and Level of Text Complexity

Continue to read and comprehend history/social studies texts that approach grade - level complexity, with scaffolding and support as needed

Reading – Literacy in Science and Technical Subjects

	Standards	Entry Points	Access Skills
6	Page 182	Pages 183 – 186	Pages 183 – 184
7	Page 182	Pages 183 – 186	
8	Page 182	Pages 183 – 186	
9-10	Page 187	Pages 189 – 191	
11-12	Page 188	Pages 189 – 191	

CONTENT AREA English Language Arts STRAND Reading – Literacy in Science and Technical Subjects

	Grades 6–8			
Cluster		Standards as written		
Key Ideas and Details RST.6-8.1		Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)		
	RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.		
	RST.6-8.3	Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.		
Structure nota used		Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.		
	RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.		
RST.6-8.6		Analyze an author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.		
Integration of Knowledge and Ideas	nowledge version of that information expressed visually (e.g., in a flowchart, dia			
RST.6-8.8		Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.		
	RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.		
Range of Reading and Level of Text Complexity	RST.6-8.10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.		

ENTRY POINTS and ACCESS SKILLS to

Reading Standards for Literacy in Science and Technical Subjects in Grades 6-8

Less Complex

Key Ideas

and Details

More Complex

ACCESS SKILLS

The student will: The student will: Respond to

- materials related to Science and Technical Subjects (STS) text
- Track (shift focus from materials to speaker) materials related to STS text
- Grasp (hold) materials related to STS text
- Release or give materials related to STS text
- Move materials related to STS text
- Orient or manipulate materials related to STS text
- Functionally use materials related to STS text
- Locate objects partially hidden or out-of-sight materials related to STS text
- Construct or assemble materials related to STS text
- Activate device in an activity related to STS text

For Science and Technical Subjects (STS) texts read by the student or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

- Produce relevant questions about a text
- Identify one or more ideas in an STS text
- Identify one or more details in a STS text

2. Main Ideas:

- Identify the topic of an STS text
- Identify the main idea in an STS text

3. Connections:

Follow two-step directions when carrying out experiments, taking measurements, or performing technical tasks

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

ENTRY POINTS The student will:

For Science and Technical Subjects (STS) texts read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

Answer comprehension questions (who, what, where, and/or when), using citations and/or quotes from an STS text

2. Main Ideas:

- Identify the main idea and explain how it is supported by key details
- State the conclusion reached by the author of an STS text

3. Connections:

Follow three-step directions when carrying out experiments, taking measurements, or performing technical tasks

The student will:

For Science and Technical Subjects (STS) texts read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

Answer questions about a scientific or technical text, referring explicitly to the text as the basis for the answers

2. Main Ideas:

- Determine two or more main ideas of a text and explain how they are supported by key details
- Provide a summary of information from an STS text

3. Connections:

Follow a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks

Continue to address skills and concepts that approach grade-level expectations in this cluster

ACCESS SKILLS (continued) for Reading Standards for Literacy in Science and Technical Subjects in Grades 6-8

Less Complex

More Complex

	ENTRY POINTS The student will:	
Key Ideas and Details (continued)	 Imitate action in an activity related to STS text Initiate cause- and -effect response in an activity related to STS text Sustain activity through response related to STS text Gain attention in an activity related to STS text Make a request in an activity related to STS text Choose from an array of errorless choices related to STS text Use one object to act on another in an activity related to STS text (e.g., use a pointer to tap) Attend visually, aurally, or tactilely to materials related to STS text 	

Reading Standards for Literacy in Science and Technical Subjects in Grades 6-8

Less Complex

More Complex

Craft and Structure

The student will:

- 4. Word Meaning:
- Determine the meaning of symbols used in an STS text
- Identify the meaning of unknown words, phrases, and sentences read aloud or encountered in a text

5. Text Structure:

- Locate and use headings, captions, and bold print to identify key facts or information in an informational text
- Use the table of contents to identify information in a text

6. Point of View:

- Identify the main purpose of a text (e.g., to provide an explanation, describe a procedure, etc.),
- including what the author wants to explain

See entry points for earlier grades in this or a related cluster that are challenging and use ageappropriate materials

The student will:

- 4. Word Meaning:
- Determine the meaning of domain-specific words used in a scientific or technical context

5. Text Structure:

- Describe the structures of different STS texts
- Use subheadings, keywords, sidebars, and hyperlinks to identify information relevant to a topic

6. Point of View:

 Identify precisely what the author wants to explain, answer, or clarify in the text

The student will:

- 4. Word Meaning:
- Determine the meaning of domain- specific phrases used in a scientific or technical context

5. Text Structure:

 Analyze how the structure of a text (i.e., how each heading or chapter is presented and combined) relates to the purpose and contributes to an understanding of the topic

6. Point of View:

- Summarize the author's purpose
- Give examples from a text that establish the author's point of view

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Integration of Knowledge and Ideas

7. Content Integration/ Analysis:

- ◆ Identify illustrations that correspond to information in an STS text
- 8. Argument Analysis:
- Identify details to support a claim in an STS text
- Give examples of facts and opinions in a STS text

7. Content Integration/ Analysis:

- Summarize information that has been presented in a table, graph, or chart
- Find examples in the text of the same information presented in graphical displays (e.g., in charts, graphs, models, tables, illustrations)

8. Argument Analysis:

- Distinguish between facts and reasoned judgments in an STS text
- Distinguish speculation from facts in an STS text

7. Content Integration/ Analysis:

- Summarize the quantitative or technical information expressed in an STS text
- Summarize the quantitative or technical information expressed in graphic formats (e.g., in a graph, model, diagram, table, or flowchart)

8. Argument Analysis:

 Distinguish between reasoned judgment and speculation in an STS text

Reading Standards for Literacy in Science and Technical Subjects in Grades 6-8

Less Complex

More Complex



Integration of Knowledge and Ideas (continued)

The student will:

- 9. Text Analysis:
- Describe the information gained from experiments
- Describe the information gained from simulations
- Describe the information gained from video or other multimedia sources

See entry points for earlier grades in this or a related cluster that are challenging and use ageappropriate materials

The student will:

- 9. Text Analysis:
- Identify the similarities between information gained from watching a video and information gained from reading a text on the same topic
- Identify the differences between information gained from watching a video and information gained from reading a text on the same topic

The student will:

- 9. Text Analysis:
- Identify the similarities between information gained from experiments and information gained from reading a text on the same topic
- Identify the differences between information gained from experiments and information gained from reading a text on the same topic

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Range of Reading and Level of Text Complexity

◆ Continue to read and comprehend science and technical subjects that approach grade-level complexity, with scaffolding and support as needed

CONTENT AREA English Language Arts STRAND Reading – Literacy in Science and Technical Subjects

	Grades 9–10			
Cluster		Standards as written		
Key Ideas and Details RST.9-10.1		Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.		
	RST.9-10.2	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.		
RST.9-10.3		Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.		
Craft and Structure RST.9-10.4		Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.		
	RST.9-10.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).		
	RST.9-10.6	Analyze an author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.		
Integration of Knowledge and Ideas	ge visual form (e.g., a table or chart) and translate information expressed v			
RST.9-10.8		Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.		
	RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.		
Range of Reading and Level of Text Complexity	RST.9-10.10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.		

CONTENT AREA English Language Arts STRAND Reading – Literacy in Science and Technical Subjects

	Grades 11–12			
Cluster		Standards as written		
Key Ideas and Details RST.11-12.1		Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.		
	RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.		
	RST.11-12.3	Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.		
Craft and Structure	RST.11-12.4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.		
	RST.11-12.5	Analyze how a text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.		
	RST.11-12.6	Analyze an author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.		
Integration of Knowledge and Ideas	RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.		
	RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.		
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.		
Range of Reading and Level of Text Complexity	RST.11-12.10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.		

Reading Standards for Literacy in Science and Technical Subjects in Grades 9–12

Less Complex

More Complex

The student will: Key Ideas and Details

For Science and Technical Subjects (STS) texts read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

Summarize key ideas in a Science and Technical Subjects (STS) text

2. Main Ideas:

- Give opinions on an STS text, based on prior knowledge and/or experience
- Summarize a STS text with objectivity (i.e., distinct from prior knowledge, experience, or opinions)

3. Connections:

Follow precisely a two-step procedure when carrying out experiments, taking measurements, or performing technical tasks

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

Word Meaning:

Craft and

Structure

Define symbols, key terms, or other domain specific words or phrases

5. Text Structure:

- Identify the author's purpose for including particular information in an STS text
- Describe the structures used by an author to organize an STS text

The student will:

For Science and Technical Subjects (STS) texts read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

- Describe how details in an STS text are related
- Cite evidence from a STS text to support the results of an experiment

2. Main Ideas:

- Cite evidence that supports the main idea in an STS text
- Paraphrase the text's explanation of a simple process, phenomenon, or concept
- Examine the conclusions of an STS text

3. Connections:

- Follow precisely a threestep procedure when carrying out experiments, taking measurements, or performing technical tasks, taking into account exceptions defined in the text
- Analyze the results of experiments

Word Meaning:

Use context clues to determine the meaning of specific scientific or technical words or phrases

5. Text Structure:

- Categorize technical words based on concepts
- Examine how major sections of a text contribute to the whole and to an understanding of the topic

The student will:

For Science and Technical Subjects (STS) texts read by the student, or to the student, or communicated in the student's primary mode of communication:

1. Key Details:

- Analyze an STS text and provide specific evidence from the text to support analysis
- Identify gaps in the author's explanations or descriptions

2. Main Ideas:

Summarize (paraphrase) the text's explanation of a simple process, phenomenon, or concept

3. Connections:

Follow precisely a complex three-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the results based on explanations in the text

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Word Meaning:

Determine the meaning of symbols used in specific scientific or technical context

Alternate Academic Achievement Standards for Massachusetts Curriculum Frameworks (Resource Guide)

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Reading Standards for Literacy in Science and Technical Subjects in Grades 9–12

Less Complex

More Complex

Craft and Structure

(continued)

The student will:

- 6. Point of View:
- Analyze the author's purpose in providing an explanation
- Analyze the author's purpose in describing a procedure
- Analyze the author's purpose in discussing an experiment in the text

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

- 6. Point of View:
- Define the question the author seeks to address in a text

The student will:

- 5. Text Structure:
- Analyze the structure an author uses to organize a text, including how the major sections contribute to an understanding of the topic
- Describe how a text is structured to present categories or hierarchies
- 6. Point of View:
- Examine the author's purpose in identifying important issues in a text that remain unresolved

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Integration of Knowledge and Ideas

- 7. Content Integration/ Analysis:
- Identify graphic elements (e.g., table, flowchart, diagram, model, or graph) that correspond to quantitative or technical information in an STS text
- 8. Argument Analysis:
- ♦ Identify the author's claim
- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text

7. Content Integration/ Analysis:

- Compare quantitative or technical information gained from text with information gained visually (e.g., from a flowchart, diagram, model, graph, or table)
- 8. Argument Analysis:
- ◆ Examine the extent to which reasoning and evidence in a text support the author's claim
- Compare the results of an experiment to the anticipated results

7. Content Integration/ Analysis:

- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart)
- Translate quantitative or technical information expressed visually (e.g., in a table or chart) into words
- Integrate two sources of information presented in diverse formats (e.g., quantitative data, video, multimedia) in order to address a question

Reading Standards for Literacy in Science and Technical Subjects in Grades 9–12

Less Complex

More Complex



The student will: Integration of Knowledge

and Ideas

(continued)

9. Text Analysis:

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

- 9. Text Analysis:
- Identify findings presented in a text
- Identify findings presented in sources other than the text (e.g., own experiment, simulations, videos)

The student will:

- 8. Argument Analysis:
- Examine whether reasoning and evidence in a text support the author's recommendation for solving a scientific or technical problem
- Verify data or information found in an STS text with other sources of information
- Verify the author's conclusion in an STS text with other sources of information

9. Text Analysis:

- Synthesize information from an STS text into a coherent understanding of a process, phenomenon, or concept
- Compare and contrast findings in a text to the findings from other sources (including one's own experiment)

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Range of Reading and Level of Text Complexity

Continue to read and comprehend texts on science and technical subjects that approaches gradelevel complexity, with scaffolding and support as needed

Writing – Literacy in Content Areas

	Standards	Entry Points	Access Skills
6	Pages 194 – 195	Pages 196 – 201	Pages 196 – 198
7	Pages 194 – 195	Pages 196 – 201	
8	Pages 194 – 195	Pages 196 – 201	
9-10	Pages 202 – 203	Pages 206 – 209	
11-12	Pages 204 – 205	Pages 206 – 209	

CONTENT AREA English Language Arts **STRAND** Writing – Literacy in Content Areas

College and Career Readiness Anchor Standards for Writing – Literacy in Content Areas

Cluster		Standards as written	
Text Types and Purposes CCRA.W.1		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	CCRA.W.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.	
	CCRA.W.3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.	
Production and Distribution of Writing	CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
	CCRA.W.6	Use technology to produce and publish writing and to interact and collaborate with others.	
Research to Build and	CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
Present Knowledge	CCRA.W.8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
	CCRA.W.9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.	
Range of Writing	CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

CONTENT AREA English Language Arts **STRAND** Writing – Literacy in Content Areas

		Grades 6–8	
Cluster		Standards as written	
Text Types	WCA.6-8.1	Write arguments focused on discipline-specific content.	
and Purposes	WCA.6-8.1a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims/critiques, and organize the reasons and evidence logically in paragraphs and sections.	
	WCA.6-8.1b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	
	WCA.6-8.1c	Use words, phrases, and clauses with precision to create cohesion and clarify the relationships among claim(s), counterclaims/critiques, reasons, and evidence.	
	WCA.6-8.1d	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	
	WCA.6-8.1e	Provide a concluding statement or section that follows from and supports the argument presented.	
	WCA.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
	WCA.6-8.2a	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
	WCA.6-8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
	WCA.6-8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.	
	WCA.6-8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
	WCA.6-8.2e	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	
	WCA.6-8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
	WCA.6-8.3	(See note; not applicable as a separate requirement.)*	
Production and	WCA.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Distribution of Writing	WCA.6-8.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	

Production and Distribution of Writing (continued)	WCA.6-8.6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Research to Build and Present Knowledge	WCA.6-8.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
digital sources, using search terms effectively; assess the credibility and		When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	WCA.6-8.9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
Range of Writing	WCA.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, mathematics, and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations, analyses, or technical work so that others can replicate them and (possibly) reach the same results. In addition, career/vocational courses may involve more specific forms of narrative composition: scripts and storyboards in filmmaking, timelines and interview write-ups in journalism, instructions for a tool's assembly or safe use in carpentry, and more.

ENTRY POINTS and ACCESS SKILLS to Writing Standards for Literacy in Content Areas in Grades 6–8

Less Complex

More Complex

ACCESS SKILLS The student will:

Text Types and **Purpos** es

- Respond to materials related to the creation of a written product in a technical subject
- ♦ Track (shift focus from materials to speaker) materials related to the creation of a written product in a technical subject
- ♦ Grasp (holds) materials related to the creation of a written product in a technical subject
- ♦ Release or give to materials related to the creation of a written product in a technical subject
- Move materials related to the creation of a written product in a technical subject
- Orient or manipulate material related to the creation of a written product in a technical subject
- Locate partially hidden or out-ofsight materials related to the creation of a written product in a technical subject

The student will:

Through dictating, writing, drawing, or using the student's primary mode of communication:

- 1. Produce **Arguments** Focused on Discipline-Specific Content:
- Identify a claim based on a technical text
- Restate evidence in a technical text to support a claim or counterclaim
- Differentiate fact from opinion in an argument, based on a claim from a technical text
- Create an outline/graphic organizer for an argument that lists one or more specific claims
- 2. Produce Informative, **Explanatory Texts,** Including the Narration of Historica **Events, Scientific** Procedures/ Experiments, or **Technical Processes:**
- Provide information on a given topic in a technical text with precise details
- Express ideas, concepts, and information based on a technical text

ENTRY POINTS The student will:

Through dictating, writing, drawing, or using the student's primary mode of communication:

- 1. Produce Arguments Focused on Discipline-Specific Content:
- Produce an argument supporting a point of view based on a technical text
- Summarize a claim within a technical text
- Incorporate evidence to support an argument based on a technical text
- 2. Produce Informative/ **Explanatory Texts,** Including the Narration of Historical Events. **Scientific** Procedures/ Experiments, or **Technical Processes:**
- Incorporate cause/effect in informative/ explanatory text
- Incorporate compare/contrast in informative/ explanatory text
- Develop a topic based on a technical text with relevant facts and quotations

The student will:

Through dictating, writing, drawing, or using the student's primary mode of communication:

- 1. Produce Arguments Focused on Discipline-Specific Content:
- ♦ Provide evidence in support of and/or in opposition to a claim based on a technical text
- Summarize multiple claims on a given topic that illustrate different viewpoints
- Present a claim and an counterclaim on a given topic
- 2. Produce Informativ **Explanatory Texts,** Including the Narration of Historical Events, **Scientific** Procedures/ Experiments, or Technical Processes
- Apply appropriate transitions to clarify relationships among ideas and concepts based on a technical text
- Develop a topic from a technical text with relevant facts. quotations, and other information

ENTRY POINTS and ACCESS SKILLS to Writing Standards for

Literacy in Content Areas in Grades 6-8

Less Complex

More Complex

ACCESS SKILLS

The student will:

Text Types and **Purposes**

- Construct or assemble materials related to the creation of a written product in a technical subject
- Activate device in an activity related to the creation of a written product in a technical subject
- Imitate action in an activity related to the creation of a written product in a technical subject
- Initiate cause-andeffect response in an activity related to the creation of a written product in a technical subject
- Sustain activity through response related to the creation of a written product in a technical subject
- Gain attention in an activity related to the creation of a written product in a technical subject

ENTRY POINTS

The student will:

Develop the topic from a technical text with relevant facts and concrete details

3. Produce Narratives: (Not applicable as a separate requirement)

* "Technical text" refers to a text on a topic related to History/Social Studies, Science, or Technical Subjects in grades 6–12.

The student will: The student will: 3. Produce

Narratives: (Not applicable as a separate requirement)

3. Produce Narratives:

(Not applicable as a separate requirement)

Continue to address skills and concepts in this strand that approach grade-level expectations

ACCESS SKILLS (continued) for Literacy in in Content Areas in Grades 6–8

Less Complex

More Complex

	ACCESS SKILLS The student will:		
Text Types and Purposes (continued)	 Make a request in an activity related to the creation of a written product in a technical subject Choose from an array of errorless choices related to the creation of a written product in a technical subject Use one object to act on another related in an activity to the creation of a written product in a technical subject (e.g., use a pointer to tap) Attend visually, aurally, or tactilely to materials related to the creation of a written product in a technical subject 		

ENTRY POINTS to Literacy in Content Areas in Grades 6-8

Less Complex

More Complex

Production and Distribution of Writing

The student will:

- 4. Coherent Writing:
- Produce clear and coherent writing, using a scoring rubric to rate clarity and coherence

5. Development of Writing:

- Use conventions of standard English grammar and usage when writing (select one of the following)
 - pronouns in the proper case (subjective, objective, possessive)
 - intensive pronouns (e.g., ourselves, myself)
 - avoid vague pronouns
- Use conventions of standard English capitalization, punctuation, and spelling when writing (select one of the following)
 - punctuation to set off nonrestrictive elements
 - correct spelling

6. Technology Use:

- Create original writing using technology (keyboard, word processing, presentation software, wikis)
- Type at least one paragraph in a single sitting to demonstrate sufficient command of keyboarding skills

The student will:

- 4. Coherent Writing:
- Produce clear and coherent writing in which development is appropriate to task, purpose, and audience, using a scoring rubric to rate clarity and coherence

5. Development of Writing:

- Use conventions of standard English grammar and usage when writing (select one of the following)
 - phrases within a sentence
 - clauses within a sentence
 - avoid dangling modifiers
 - comma to separate coordinate adjectives (e.g., it was a fascinating, enjoyable movie)

6. Technology Use:

- Revise/edit original writing using technology (keyboard, word processing, presentation software, wikis)
- Type at least one page in a single sitting to demonstrate sufficient command of keyboarding skills

The student will:

- 4. Coherent Writing:
- Produce clear and coherent writing in which organization is appropriate to task, purpose, and audience, using a scoring rubric to rate clarity and coherence

5. Development of Writing:

- Use conventions of standard English grammar and usage when writing (select one of the following)
 - verbs in active voice
 - verbs in passive voice
 - verbs in the indicative mood
 - verbs in the imperative mood
 - verbs in the interrogative mood
 - verbs in the conditional mood
 - verbs in the subjunctive mood
- Use conventions of standard English capitalization, punctuation, and spelling when writing (select one of the following)
 - punctuation to indicate a pause or break
 - ellipsis to indicate an omission
- Revise/edit original writing using conventions of standard English grammar and usage (select one of the following)
 - punctuation
 - spelling (including use of homophones)
 - subject-verb agreement
 - verb tense consistency
 - capitalization

ENTRY POINTS to Literacy in Content Areas in Grades 6–8

Less Complex

More Complex

Ì		· · · · · · · · · · · · · · · · · ·	<u>-</u>
Production and Distribution of Writing (continued)	<u>The student will:</u>	<u>The student will:</u>	The student will: 6. Technology Use: ◆ Edit work using technology skills ◆ Type at least two pages in a single sitting to demonstrate sufficient command of
			keyboarding skills Continue to address skills and concepts in this strand that approach grade-level expectations
Research to Build and Present Knowledge	 7. Research Projects: Locate an answer to a research question using digital tools Produce questions about a research topic 8. Synthesize Information: Gather information related to a topic from digital or printed sources Recall relevant information from experiences Recall prior knowledge on a relevant topic Provide a list of sources used to gather information about a topic Categorize information from notes taken by the student 9. Integrate Resources: Draw information from literary texts to support analysis, reflection, and research (e.g., compare and contrast the treatment of similar topics) Draw information from informational texts to support analysis, reflection, and research (e.g., compare and contrast firsthand and secondhand accounts of the same event) 	 7. Research Projects: Conduct short research projects to answer a question 8. Synthesize Information: Evaluate the sources of information (e.g., for completeness, ease of understanding) Paraphrase information from notes Gather information from multiple print and digital sources Organize notes taken by the student into appropriate categories Assess the credibility of the source Quote the data while avoiding plagiarism Paraphrase the conclusions of others without plagiarizing 	 7. Research Projects: Conduct short research projects that use several sources that build knowledge through different aspects of a topic 8. Synthesize Information: Paraphrase data while avoiding plagiarism Paraphrase the conclusions of others while avoiding plagiarism Provide basic bibliographic information for sources Cite sources using a standard format (e.g., APA, MLA) Assess the accuracy of each source

ENTRY POINTS to Literacy in Content Areas in Grades 6–8

Less Complex

More Complex

	The student will:	The student will:	The student will:
Research to Build and Present Knowledge (continued)		 9. Integrate Resources: ◆ Draw information from literary texts to support analysis, reflection, and research (e.g., compare and contrast stories in the same genre on their approaches to similar themes and topics) ◆ Draw information from informational texts to support analysis, reflection, and research ◆ Describe how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points 	 Integrate Resources: Draw information from literary texts to support analysis, reflection, and research (e.g., explain how authors develop the point of view of the narrator) Draw information from informational texts to support analysis, reflection, and research (e.g., analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent) Continue to address skills and concepts in this strand that approach grade-level expectations
Range of Writing		time frames (time for research, refle a day or two) for a range of discipl	

CONTENT AREA English Language Arts STRAND Writing – Literacy in Content Areas

Grades 9–10						
Cluster		Standards as written				
Text Types	WCA.9-10.1	Write arguments focused on discipline-specific content.				
and Purposes	WCA.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims/critiques, and create an organization that establishes clear relationships among the claim(s), counterclaims/critiques, reasons, and evidence.				
	WCA.9-10.1b	Develop claim(s) and counterclaims/critiques fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.				
	WCA.9-10.1c	Use words, phrases, and clauses with precision to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.				
	WCA.9-10.1d	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.				
	WCA.9-10.1e	Provide a concluding statement or section that follows from or supports the argument presented.				
	WCA.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.				
	WCA.9-10.2a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.				
	WCA.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.				
	WCA.9-10.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas, concepts, or procedures.				
	WCA.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.				
	WCA.9-10.2e	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.				
	WCA.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).				

Text Types and Purposes (continued)	WCA.9-10.3	(See note; not applicable as a separate requirement.)*			
Production and	WCA.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Distribution of Writing	WCA.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewritin or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
	WCA.9-10.6	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			
Research to Build and Present Knowledge	WCA.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden to inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			
	WCA.9-10.8	When conducting research, gather relevant information from multiple authorita print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			
	WCA.9-10.9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)			
Range of Writing	WCA.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, mathematics, and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations, analyses, or technical work that others can replicate them and (possibly) reach the same results. In addition, career/vocational courses may involve more specific forms of narrative composition: scripts and storyboards in filmmaking, timelines and interview write-ups in journalism, instructions for a tool's assembly or safe use in carpentry, and more.

CONTENT AREA English Language Arts STRAND Writing – Literacy in Content Areas

Grades 11–12							
Cluster		Standards as written					
Text Types	WCA.11-12.1	Write arguments focused on discipline-specific content.					
and Purposes	WCA.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims/critiques, reasons, and evidence.					
	WCA.11-12.1b	Develop claim(s) and counterclaims/critiques fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.					
	WCA.11-12.1c	Use words, phrases, and clauses with precision as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.					
	WCA.11-12.1d	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.					
	WCA.11-12.1e	Provide a concluding statement or section that follows from or supports the argument presented.					
	WCA.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.					
	WCA.11-12.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.					
	WCA.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.					
	WCA.11-12.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, concepts, or procedures.					
	WCA.11-12.2d	Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.					
	WCA.11-12.2e	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.					
	WCA.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).					
	WCA.11-12.3	(See note; not applicable as a separate requirement.)*					

Production and Distribution of Writing	WCA.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
	WCA.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
	WCA.11-12.6	Use technology, including current Web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.			
Research to Build and Present Knowledge	WCA.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			
	WCA.11-12.8	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.			
	WCA.11-12.9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)			
Range of Writing	WCA.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

Note: Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, mathematics, and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations, analyses, or technical work that others can replicate them and (possibly) reach the same results. In addition, career/vocational courses may involve more specific forms of narrative composition: scripts and storyboards in filmmaking, timelines and interview write-ups in journalism, instructions for a tool's assembly or safe use in carpentry,

and more.

ENTRY POINTS to Writing Standards for Literacy in Content Areas in Grades 9–12

Less Complex

More Complex

The student will:

Text Types and Purposes

Through dictating, writing, drawing, or using the student's primary mode of communication:

- 1. Produce Arguments Focused on Discipline-Specific Content:
- Agree or disagree with a claim from a technical text, citing reasons and/or evidence for a point of view
- 2. Produce Informative/ **Explanatory Texts, Including the Narration** of Historical Events, Scientific Procedures/ Experiments, or **Technical Processes:**
- Convey information and details on a topic from a technical text
- Convey information and details on a topic from a historical text
- Produce a paragraph based on a specific topic in a technical text (topic sentence, supporting details, and a concluding sentence)
- 3. Produce Narratives: (Not applicable as a separate requirement)

See entry points for earlier grade levels in this topic that are challenging and use ageappropriate materials

The student will:

Through dictating, writing, drawing, or using the student's primary mode of communication:

- 1. Produce Arguments Focused on Discipline-Specific Content:
- Support a claim from a technical text by citing evidence
- Provide reasons to oppose or support a claim from a technical text
- Produce an argument with reasons to support a particular claim
- 2. Produce Informative/ **Explanatory Texts, Including the Narration** of Historical Events, Scientific Procedures/ Experiments, or **Technical Processes:**
- Produce a multi-paragraph narrative on disciplinespecific content from historical events, scientific procedures/experiments, or technical processes
- Describe discipline-specific content with precise details, including contextual information, by arranging symbols, drawings, pictures, or words (i.e., setting, timeframe)
- * "Technical text" refers to a text on a topic related to History/Social Studies, Science, or Technical Subjects in grades 6–12.

The student will:

Through dictating, writing, drawing, or using the student's primary mode of communication:

- 1. Produce Arguments Focused on Discipline-**Specific Content:**
- Summarize multiple claims on a given topic from a technical text that illustrate different viewpoints
- Present a claim and an opposing claim on a given topic based on a technical text
- 2. Produce Informative/ **Explanatory Texts**, Including the Narration of Historical Events, Scientific Procedures/ Experiments, or **Technical Processes:**
- Provide an explanation of historical events, scientific procedures/experiments, or technical processes with precise details, using transitional words and phrases (e.g., now, first, next, finally, therefore)
- Produce a multi-paragraph narrative on disciplinespecific content from historical events, scientific procedures/experiments, or technical processes
- Compare and contrast a technical text with an audio, video, or live version of the text

ENTRY POINTS to Writing Standards for Literacy in Content Areas in Grades 9–12

Less Complex

More Complex

	The student will:		The student will:		The student will:
Text Types and Purposes (continued)		* 3.	events, including contextual information by arranging symbols, drawings, pictures, or words(e.g., setting and timeframe) Produce Narratives: (Not applicable as a separate	Col	Produce Narratives: (Not applicable as a separate requirement) Intinue to address skills and incepts that approach gradevel expectations in this cluster
Production and Distribution of Writing	 4. Coherent Writing: Produce clear and coherent writing in which style is appropriate to task, purpose, and audience 5. Development of Writing: Demonstrate command of the conventions of standard English grammar and usage when writing (Select one of the following) Apply parallel structure Incorporate various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) 	4. ♦	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	4. ♦	Coherent Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience Development of Writing: Demonstrate conventions of standard English grammar and usage when writing (Select one of the following) Use references to resolve issues of complex or contested usage Apply hyphens when appropriate

ENTRY POINTS to Writing Standards for Literacy in Content Areas in Grades 9–12

Less Complex

More Complex

Production and Distribution of Writing (continued)

The student will:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (Select one of the following)
 - Apply semicolon to link two or more closely related independent clauses
 - Apply a colon to introduce a list or quotation

6. Technology Use:

- Revise writing incorporating technology in response to feedback
- Research and cite relevant sources using the Internet

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

6. Technology Use:

 Organize relationships between information and ideas by using technology

The student will:

6. Technology Use:

 Produce and publish individual writing products using the Internet

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Research to Build and Present Knowledge

7. Research Projects:

 Conduct short research projects to answer a question, incorporating several sources

8. Synthesize Information:

- Gather relevant information from multiple print and digital sources, using search terms effectively
- Gather relevant information from multiple authoritative print and digital sources

7. Research Projects:

- Generate additional, relevant research questions based on preliminary findings from the research project
- Conduct short research project to answer a question, narrowing or broadening the inquiry when appropriate

8. Synthesize Information:

 Gather relevant information from authoritative print and digital sources using advanced searches

7. Research Projects:

 Conduct more sustained research projects, synthesizing multiple sources on the subject

8. Synthesize Information:

- Assess the effectiveness of each print and digital source in answering the research question
- Integrate information into text to maintain the flow of ideas, avoiding plagiarism
- Maintain a standard format for citation (e.g., APA, MLA)

ENTRY POINTS to Writing Standards for Literacy in Content Areas in Grades 9–12

Less Complex

More Complex

Research to Build and Present Knowledge (continued)

<u>The student will:</u>

- 9. Integrate Resources:
- Draw information from literary texts to support analysis, reflection, and research (e.g., Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period)
- Draw information from informational texts to support analysis, reflection, and research (e.g., 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)

See entry points for earlier grades in this or a related cluster that are challenging and use age-appropriate materials

The student will:

- 9. Integrate Resources:
- Draw information from literary texts to support analysis, reflection, and research (e.g., Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, or character types from myths, traditional stories, or religious works)
- Draw information from informational texts to support analysis, reflection, and research (e.g., 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)

The student will:

- 9. Integrate Resources:
- Draw information from literary texts to support analysis, reflection, and research (e.g., Examine how two texts from early twentieth century treat similar themes or topics)
- Draw information from informational texts to support analysis, reflection, and research (e.g., Analyze seminal U.S. documents of historical significance, including how they address related themes)

Continue to address skills and concepts that approach gradelevel expectations in this cluster

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences