



# Priority Standards

## English Language Arts 5-12

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# 5th Grade English Language Arts

## Reading Foundational Skills

- ❖ RF.5.1 -- This standard is taught in Grade 1 and should be reinforced as needed.  
Demonstrate understanding of the organization and basic features of print.
  - RF.5.1A- Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.
  - RF.5.1.B  
This standard is taught in Kindergarten and should be reinforced as needed.  
Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
  - RF.5.1.C  
This standard is taught in Kindergarten and should be reinforced as needed.  
Understand that words are separated by spaces in print.
  - RF.5.1.D  
This standard is taught in Kindergarten and should be reinforced as needed.  
Recognize and name all upper- and lowercase letters of the alphabet.
- ❖ RF.5.2 --This standard is taught in Grade 1 and should be reinforced as needed.  
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - RF.5.2.A
    - This standard is taught in Grade 2 and should be reinforced as needed.  
•Distinguish vowels (long, short, variant) in spoken one-syllable words.
  - RF.5.2.B
    - This standard is taught in Grade 2 and should be reinforced as needed.  
•Delete phonemes in the initial, medial, and final positions of spoken words including blends.
  - RF.5.2.C
    - This standard is taught in Grade 1 and should be reinforced as needed.  
•Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.
  - RF.5.2.D
    - This standard is taught in Grade 1 and should be reinforced as needed.  
•Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).
  - RF.5.2.E
    - This standard is taught in Grade 1 and should be reinforced as needed.  
•Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).

- RF.5.2.F
  - This standard is taught in Grade 1 and should be reinforced as needed.
  - Add or substitute individual sounds (phonemes) in simple spoken words to make new words.
- RF.5.2.G
  - This standard is taught in Grade 1 and should be reinforced as needed.
  - Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).
- ❖ RF.5.3
  - Know and apply grade-level phonics and word analysis skills in decoding words.
  - RF.5.3.A- Use combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
  - RF.5.3.B
  - This standard is taught in Grade 3 and should be reinforced as needed.
  - Decode words with common Latin suffixes
  - RF.5.3.C
  - This standard is taught in Grade 3 and should be reinforced as needed.
  - Decode multi-syllable words
  - RF.5.3.D
  - This standard is taught in Grade 3 and should be reinforced as needed.
  - Read grade-appropriate irregularly spelled words.
  - RF.5.3.E-- This standard is taught in Grade 2 and should be reinforced as needed.
    - Decode words that follow the six syllable types:
      - closed syllable
      - open syllable
      - vowel-consonant-e
      - vowel teams
      - r-controlled vowel
      - consonant-le
  - RF.5.3.F
    - This standard is taught in Grade 2 and should be reinforced as needed.
    - Decode regularly spelled two-syllable words with long vowels.
- ❖ RF.5.4- Read grade-level text with sufficient accuracy and fluency to support comprehension.
  - RF.5.4.A
    - Read grade-level text with purpose and understanding.
  - RF.5.4.B
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
  - RF.5.4.C
  - Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.

## Reading Literature

**Goal Statement: RL.5.10- By the end of the year read and comprehend literature, including stories, dramas, poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.**

- ❖ RL.5.1- Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.
- ❖ RL.5.2- Examine a grade-appropriate literary text to provide an objective summary, and 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 and how the speaker in a poem reflects upon a topic.
- ❖ RL.5.3
- ❖ Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- ❖ RL.5.4- Determine the meaning of words and phrases as they are used in the text, including figurative language such as metaphors and similes.
- ❖ 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 and/or perspective influence how events are described.
- ❖ RL.5.7
  - Analyze how multimedia elements (e.g., text, audio, still images, animation, video, or interactive components) contribute to the meaning, tone, or beauty of that text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- ❖ *RL.5.8 is not applicable to literature based on anchor standard R.CCR.8.*  
*Analyze 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.*
- ❖ RL.5.9
  - Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- ❖ RL.5.10
  - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.

## Reading Informational Texts

**Goal Statement: RI.5.10-By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.**

- ❖ RI.5.1- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ❖ RI.5.2- Examine a grade-appropriate informational text to provide a summary, determine the main idea of a text, and explain how it is supported by key details.
- ❖ RI.5.3  
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- ❖ RI.5.4  
Determine the meaning of general academic words and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.
- ❖ RI.5.5  
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- ❖ RI.5.6  
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view and/or perspective they represent.
- ❖ RI.5.7  
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- ❖ RI.5.8- 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 about the subject knowledgeably.
- ❖ RI.5.10  
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.

## Writing

### Goal Statement: W.5.2.D- Use precise language and domain-specific words to inform about or explain the topic.

- ❖ **W.5.1- Write opinion pieces on topics or texts, supporting the opinion with reasons and information.**
  - **W.5.1.A**  
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - **W.5.1.B**  
Provide logically ordered reasons that are supported by facts and details
  - **W.5.1.C**  
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
  - **W.5.1.D**  
This standard begins in Grade 6. Establish and maintain a formal style.
  - **W.5.1.E**  
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.5.2.A**  
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features when useful to enhance comprehension.
  - **W.5.2.B**  
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - **W.5.2.C**  
Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
  - **W.5.2.D**  
Use precise language and domain-specific words to inform about or explain the topic.
  - **W.5.2.E**  
This standard begins in Grade 6.  
Establish and maintain a formal style

- ❖ **W.5.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
  - W.5.3.A
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - W.5.3.B
  - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - W.5.3.C
  - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - W.5.3.D
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - W.5.3.E
  - Provide a conclusion that follows from the narrated experiences or events
- ❖ **W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- ❖ **W.5.5- Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach.**
- ❖ **W.5.6**

Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.
- ❖ **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.
  - Provide a list of sources.
- ❖ **W.5.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research
- ❖ **W.5.9.A**

Apply Grade 5 Reading standards to literature.

- ❖ W.5.9.B  
Apply Grade 5 Reading standards to informational texts.
- ❖ W.5.10  
Write routinely over extended time frames, time for
  - research
  - reflection
  - revisionand shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

### Goal Statement: SL.5.6- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to ask and situation.

- ❖ SL.5.1- Engage effectively in a range of collaborative conversations/discussions (one-on-one, in groups, teacher-led) with diverse partners on Grades 5 topics and texts, building on others' ideas and expressing their own clearly.
  - SL.5.1.A
  - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - SL.5.1.B
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - SL.5.1.C
  - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - SL.5.1.D
  - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- ❖ SL.5.2- Summarize information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).
- ❖ SL.5.3
- ❖ Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- ❖ SL.5.4- Report on a topic or text or present an opinion to support main ideas or themes.
  - Sequence ideas logically.
  - Use appropriate facts.
  - Use relevant, descriptive details.
  - Speak clearly at an understandable pace.

- ❖ **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.

## Language

- ❖ **L.5.1 -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 5.**
  - **L.5.1.A**  
**This standard is taught in Grade 3 and should be reinforced as needed.**  
**Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences**
  - **L.5.1.B**  
**This standard is taught in Grade 3 and should be reinforced as needed. Form and use regular and irregular plural nouns.**
    - **Use abstract nouns (e.g., childhood).**
    - **L.5.1.C- Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.**
    - **L.5.1.D**  
**Use relative pronouns whose, whom, who, which, and that.**
    - **L.5.1.E**  
**Use the relative adverbs where, when, and why.**
    - **L.5.1.F**  
**Use correlative conjunctions (e.g., either/or, neither/nor) and subordinating conjunctions (e.g., after, since, because, when) appropriately.**
    - **L.5.1.G**  
**This standard is taught in Grade 4 and should be reinforced as needed.**  
**Form and use prepositional phrases.**
    - **L.5.1.H- Produce complex sentences using dependent clauses and subordinating conjunctions.**
    - **L.5.1.I**  
**This standard is taught in Grade 4 and should be reinforced as needed.**  
**Use modal auxiliaries (e.g., can, may, must) to convey various conditions.**

- L.5.1.J  
This standard is taught in Kindergarten and should be reinforced as needed.  
Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how)
- L.5.1.K  
This standard is taught in Grade 3 and should be reinforced as needed.  
Form all upper- and lowercase letters to write words legibly in cursive.
- ❖ L.5.2 -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.
  - L.5.2.A  
This standard is taught in Grade 4 and should be reinforced as needed.  
Use correct capitalization.
  - L.5.2.B  
Use underlining, quotation marks, or italics to indicate titles of works
  - L.5.2.C- Use a comma to separate an introductory element from the rest of the sentence.  
Use a comma to set off appositives, 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?). Use punctuation to separate items in a series.
  - L.5.2.D- Spell grade-appropriate words correctly, consulting references as needed.
- ❖ L.5.3  
Use knowledge of language and its conventions as appropriate for Grade 5 when writing, speaking, reading, or listening.
  - L.5.3.A  
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - L.5.3.B  
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- ❖ 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 effective strategies.
  - L.5.4.A  
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - L.5.4.B  
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
  - L.5.4.C  
Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
  - L.5.4.D  
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.5.5
  - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for grade level.
    - L.5.5.A
      - Interpret figurative language in context, including but not limited to, similes and metaphors.
    - L.5.5.B
      - Interpret the meaning of common idioms and proverbs.
    - L.5.5.C
      - Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.
    - L.5.5.D
      - This standard is taught in Grade 1 and should be reinforced as needed.  
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.5.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including transition words that signal contrast, addition, and other logical relationships.

# 6th Grade English Language Arts

## Reading Literature

**Goal Statement: RL.6.10- By the end of the year, read and comprehend literature, including stories, dramas, poems, in the Grades 6-8 text complexity band proficiency, with scaffolding needed at the high end of the range, independently and proficiently.**

- ❖ RL.6.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ❖ RL.6.2- Examine a grade-appropriate literary text to provide an objective summary, and determine a theme of a text and analyze its development over the course of the text.
- ❖ RL.6.3  
Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.
- ❖ RL.6.4- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and/or tone.
- ❖ 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 and/or perspective of the narrator or speaker in a text.
- ❖ RL.6.7  
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- ❖ RL.6.8  
Not applicable to literature based on anchor standard R.CCR.8. Analyze 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.
- ❖ RL.6.9  
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- ❖ RL.6.10  
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range, independently and proficiently.

## Reading Informational Texts

**Goal Statement: RI.6.10-By the end of the year, read and comprehend literary nonfiction in Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

- ❖ RI.6.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ❖ RI.6.2
  - Examine a grade-appropriate informational text.
    - Provide an objective summary.
    - Determine a central idea and how it is conveyed through particular details.
- ❖ RI.6.3- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- ❖ RI.6.4
  - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- ❖ RI.6.5
  - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- ❖ RI.6.6- Determine an author's point of view, perspective, and or purpose in a text and explain how it is conveyed in the text.
- ❖ RI.6.7
  - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- ❖ RI.6.8- 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).
- ❖ RI.6.10
  - By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Writing

- ❖ **W.6.1- Write arguments to support claims with clear reasons and relevant evidence.**
  - **W.6.1.A**  
Introduce claim(s) and organize the reasons and evidence clearly.
  - **W.6.1.B**  
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - **W.6.1.C**  
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - **W.6.1.D**  
Establish and maintain a formal style.
  - **W.6.1.E**  
Provide a concluding statement or section that follows from the argument presented.
- ❖ **W.6.2- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
  - **W.6.2.A**  
Introduce a topic; organize ideas, concepts, and information, 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 aid comprehension.
  - **W.6.2.B**  
Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.
  - **W.6.2.C**  
Use appropriate transitions to clarify the relationships among ideas and concepts.
  - **W.6.2.D**  
Use precise language and domain-specific words to inform about or explain the topic.
  - **W.6.2.E**  
Establish and maintain a formal style.
  - **W.6.2.F**  
Provide a concluding statement or section that supports the information or explanation presented.

- ❖ **W.6.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
  - **W.6.3.A**  
Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - **W.6.3.B**  
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - **W.6.3.C**  
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - **W.6.3.D**  
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - **W.6.3.E**  
Provide a conclusion that reflects on the narrated experiences or events.
- ❖ **W.6.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- ❖ **W.6.5**  
Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. Recognize variations from standard English in their own and others' writing and speaking, identify and use strategies to improve expression in conventional language).
- ❖ **W.6.6**  
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.
- ❖ **W.6.7**  
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- ❖ **W.6.8**  
Gather relevant information from multiple print and digital sources.
  - Assess the credibility of each source.
  - Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
  - Provide basic bibliographic information for sources.
- ❖ **W.6.9**  
Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

- ❖ W.6.9.A  
Apply Grade 6 Reading standards to literature.
- ❖ W.6.9.B  
Apply Grade 6 Reading standards to informational texts.
- ❖ W.6.10  
Write routinely over extended time frames, time for
  - research
  - reflection
  - revisionand shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

- ❖ SL.6.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on Grades 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - SL.6.1.A  
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - SL.6.1.B  
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - SL.6.1.C  
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - SL.6.1.D  
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- ❖ SL.6.2  
Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and explain how it contributes to a topic, text, or issue under study.
- ❖ SL.6.3-Describe precisely a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- ❖ SL.6.4- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Speak clearly at an understandable pace.

- ❖ SL.6.5  
Include multimedia components (e.g., graphics, images, music, sound) 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.

## Language

- ❖ L.6.1  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 6.
  - L.6.1.A- Ensure that pronouns are in the proper case (subjective, objective, possessive). (1)
  - L.6.1.B- Use intensive pronouns (e.g., myself, ourselves) correctly. (1)
  - L.6.1.C
    - Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
  - L.6.1.D- Recognize and correct vague pronouns e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person). (1)
  - L.6.1.E
    - This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
  - L.6.1.F- Produce complex sentences with a variety of dependent clauses using subordinating conjunctions. (2)
  - L.6.1.G
    - This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
  - L.6.1.H- Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions. (2)
  - L.6.1.I  
This standard is taught in Grade 4 and should be reinforced as needed. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
  - L.6.1.J  
This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).
  - L.6.1.K  
This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.

- ❖ L.6.2 -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 6 when writing.
  - L.6.2.A  
This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
  - L.6.2.B- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - L.6.2.C  
Use commas to set off clauses.
  - L.6.2.D  
Spell correctly.
- ❖ L.6.3  
Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening.
  - L.6.3.A  
Vary sentence patterns for meaning, reader/listener interest, and style.
  - L.6.3.B  
Maintain consistency in style and tone.
- ❖ 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 effective strategies.
  - L.6.4.A  
Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.6.4.B  
Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
  - L.6.4.C  
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech
  - L.6.4.D  
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- ❖ L.6.5 -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.
  - L.6.5.A  
Interpret figures of speech (e.g., extended metaphor, personification) in context.
  - 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.6.5.D  
This standard is taught in Grade 1 and should be reinforced as needed.  
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.6.6  
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# 7th Grade English Language Arts

## Reading Literature

**Goal Statement: RL.7.10- By the end of the year, read and comprehend literature, including stories, dramas, poems, at the high end of Grades 6-8 text complexity band independently and proficiently.**

- ❖ **RL.7.1**  
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ❖ **RL.7.2-** Examine a grade-appropriate literary text to provide an objective summary, and determine a theme of a text and analyze its development over the course of the text.
- ❖ **RL.7.3-** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot, how imagery affects the mood of the text, how characters' decisions affect the plot).
- ❖ **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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- ❖ **RL.7.5**  
Analyze how particular elements of a drama or poem (e.g., scene, stage direction, monologue, stanza) fit into the overall structure and contribute to its meaning.
- ❖ **RL7.6-** Analyze how an author develops and contrasts the points of view and/or perspectives of different characters or narrators in a text.
- ❖ **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.

## Reading Informational Texts

**Goal Statement: RI.7.10-By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.**

- ❖ RI.7.1  
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ❖ **RI.7.2- Examine a grade-appropriate informational text to provide an objective summary, determine a central idea in a text, and analyze its development.**
- ❖ RI.7.3  
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).
- ❖ **RI.7.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.**
- ❖ **RI.7.5- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.**
- ❖ RI.7.6  
Determine an author's point of view, perspective, and/or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- ❖ RI.7.7  
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- ❖ **RI.7.8- 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.
- ❖ RI.7.10  
**By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

## Writing

- ❖ **W.7.1- Write arguments to support claims with clear reasons and relevant evidence.**
  - **W.7.1.A**  
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - **W.7.1.B**  
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - **W.7.1.C**  
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - **W.7.1.D**  
Establish and maintain a formal style.
  - **W.7.1.E**  
Provide a concluding statement or section that follows from and supports the argument presented.
- ❖ **W.7.2- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information, 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 aid comprehension.**
  - **W.7.2.A**  
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
  - **W.7.2.B**  
Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.
  - **W.7.2.C**  
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - **W.7.2.D**  
Use precise language and domain-specific words to inform about or explain the topic.
  - **W.7.2.E**  
Establish and maintain a formal style.
  - **W.7.2.F**  
Provide a concluding statement or section that supports the information or explanation presented.

- ❖ **W.7.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
  - **W.7.3.A**

Engage and orient the reader by establishing a context and point of view/perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - **W.7.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - **W.7.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - **W.7.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - **W.7.3.E**

Provide a conclusion that reflects on the narrated experiences or events.
- ❖ **W.7.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ❖ **W.7.5- Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g., Recognize variations from standard English in their own and others' writing and speaking, identify and use strategies to improve expression in conventional language).**
- ❖ **W.7.6**

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.
- ❖ **W.7.7**

Conduct short or more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- ❖ **W.7.8**

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

  - Assess the credibility and accuracy of each source.
  - Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
  - Follow a standard format for citation.

- ❖ **W.7.9**  
Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
- ❖ **W.7.9.A**  
Apply Grade 7 Reading standards to literature.
- ❖ **W.7.9.B**  
Apply Grade 7 Reading standards to informational texts.
- ❖ **W.7.10**  
Write routinely over extended time frames, time for
  - research
  - reflection
  - revisionand shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

- ❖ **SL.7.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on Grades 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
  - **SL.7.1.A**  
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - **SL.7.1.B**  
Follow rules for collegial discussions, track progress toward specifically set goals and deadlines, and define individual roles as needed.
  - **SL.7.1.C**  
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
  - **SL.7.1.D**  
Acknowledge new information expressed by others and, when warranted, modify their own views.
- ❖ **SL.7.2- Analyze the main ideas and supporting details that are gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and explain how the ideas clarify a topic, text, or issue under study.**
- ❖ **SL.7.3**  
Determine a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- ❖ **SL.7.4- Present claims and findings, emphasizing primary points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.**

- ❖ SL.7.5
- ❖ Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize the primary points.
- ❖ SL.7.6
- ❖ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Language

- ❖ L.7.1
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 7.
    - L.7.1.A
      - Explain the function of phrases (e.g., adverbial, adjectival, prepositional) and clauses in general and their function in specific sentences.**
    - L.7.1.B
      - Demonstrate command of simple, compound, complex, and compound-complex sentences to convey ideas and meaning.
    - L.7.1.C
      - This standard is taught in Grade 6 and should be reinforced as needed.  
Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
    - L.7.1.D
      - Use correct shifts in pronoun number and person and use relative pronouns whose, whom, who, which, and that with the appropriate antecedents.
    - L.7.1.E
      - This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
    - L.7.1.F
      - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.**
    - L.7.1.G
      - This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
    - L.7.1.H
      - Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
    - L.7.1.I
      - This standard is taught in Grade 4 and should be reinforced as needed. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

- L.7.1.J  
This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).
  - L.7.1.K  
This standard is taught in Grade 3 and should be reinforced as needed. Form all uppercase and lowercase letters to write words legibly in cursive.
- ❖ L.7.2
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 7 when writing.
- L.7.2.A  
This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
  - L.7.2.B  
Use a semicolon to join elements of a series when individual items of the series already include commas.
    - commas
    - parentheses
    - dashes
    - to set off nonrestrictive/parenthetical elements.
  - L.7.2.C  
Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).
  - L.7.2.D  
Spell correctly.
- ❖ L.7.3 -- Use knowledge of language and its conventions for Grade 7 when writing, speaking, reading, or listening.
- L.7.3.A  
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  - L.7.3.B  
Maintain consistency in style and tone, based on audience, purpose, message, and form.
- ❖ 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 effective strategies.
- L.7.4.A  
Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase
  - L.7.4.B  
Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

- L.7.4.C  
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - L.7.4.D  
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ❖ L.7.5  
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.
- L.7.5.A  
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context
  - L.7.5.B  
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words
  - L.7.5.C  
Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., refined, respectful, polite, diplomatic).
- ❖ L.7.5.D  
This standard is taught in Grade 1 and should be reinforced as needed.  
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.

# 8th Grade English Language Arts

## Reading Literature

**Goal Statement: RL.8.10- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently.**

- ❖ **RL.8.1**  
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- ❖ **RL.8.2**  
Examine a grade-appropriate literary text.
  - Provide an objective summary.
  - Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
- ❖ **RL.8.3-** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- ❖ **RL.8.4-** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and/or tone, including analogies or allusions to other texts when applicable.
- ❖ **RL.8.5-** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- ❖ **RL.8.6**  
Analyze how differences in the points of view and/or perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- ❖ **RL.8.7-** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- ❖ **Pre-AP: 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, describing how the original material is adapted.
- ❖ **RL.8.10**  
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently.

## Reading Informational Texts

**Goal Statement: RI.8.10-By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.**

❖ RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

❖ RI.8.2

Examine a grade-appropriate informational text.

- Provide an objective summary of the text.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.

❖ RI.8.3- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).

❖ RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts when applicable.

❖ RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

❖ RI.8.6

Determine an author's point of view, perspective, and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

❖ 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.

❖ RI.8.8- Analyze 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.

❖ RI.8.10

By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.

## Writing

- ❖ **W.8.1-- Write arguments to support claims with clear reasons and relevant evidence.**
  - **W.8.1.A**  
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
  - **W.8.1.B**  
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - **W.8.1.C**  
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - **W.8.1.D**  
Establish and maintain a formal style.
  - **W.8.1.E**  
Provide a concluding statement or section that follows from and supports the argument presented.
- ❖ **W.8.2 -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
  - **W.8.2.A**  
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
  - **W.8.2.B**  
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, and/or other information and examples.
  - **W.8.2.C**  
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - **W.8.2.D**  
Use precise language and domain-specific words to inform about or explain the topic.
  - **W.8.2.E**  
Establish and maintain a formal style.
  - **W.8.2.F**  
Provide a concluding statement or section that supports the information or explanation presented.

- ❖ **W.8.3 --Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
  - **W.8.3.A**  
Engage and orient the reader by establishing a context and point of view/perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - **W.8.3.B**  
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - **W.8.3.C**  
Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
  - **W.8.3.D**  
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - **W.8.3.E**  
Provide a conclusion that reflects on the narrated experiences or events.
  - **W.8.4**  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - **W.8.5**  
Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
  - **W.8.6**  
**Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.**
  - **W.8.7**  
Conduct short or 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**  
Gather relevant information from multiple print and digital sources, using search terms effectively.
    - Assess the credibility and accuracy of each source.
    - Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
    - Follow a standard format for citation.

- ❖ W.8.9 -- Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
  - W.8.9.A
    - Apply Grade 8 Reading standards to literature.
  - W.8.9.B
    - Apply Grade 8 Reading standards to informational texts.
- ❖ W.8.10
  - Write routinely over extended time frames, time for
    - research
    - reflection
    - revision
  - and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
  - and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

- ❖ SL.8.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on Grades 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - SL.8.1.A
    - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - SL.8.1.B
    - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - SL.8.1.C
    - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - SL.8.1.D
    - 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 that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

- ❖ SL.8.3- Examine a speaker's argument and specific claims, evaluating the soundness of reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- ❖ SL.8.4- Present claims and findings, emphasizing the most important points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- ❖ SL.8.5  
Integrate multimedia 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.

## Language

- ❖ L.8.1 -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 8.
  - L.8.1.A- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (1)
  - L.8.1.B- Form and use verbs in the active and passive voice. (2)
  - L.8.1.C
  - Form and use verbs in the indicative, imperative, and interrogative mood.
  - L.8.1.D- Recognize and correct inappropriate shifts in verb voice. (2)
  - L.8.1.E
  - •This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
  - L.8.1.F- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (3)
  - L.8.1.G  
This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
  - L.8.1.H  
Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
  - L.8.1.I  
This standard is taught in Grade 4 and should be reinforced as needed. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
  - L.8.1.J  
This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).

- L.8.1.K  
This standard is taught in Grade 3 and should be reinforced as needed. Form all uppercase and lowercase letters to write words legibly in cursive.
- ❖ L.8.2  
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 8 when writing.
  - L.8.2.A  
This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
  - L.8.2.B- Use an ellipsis to indicate an omission. (4)
  - L.8.2.C- Use punctuation to indicate a pause or break. (4)
    - Commas
    - Ellipses
    - Dashes
  - L.8.2.D
    - Spell correctly.
- ❖ L.8.3  
Use knowledge of language and its conventions for Grade 8 when writing, speaking, reading, or listening.
- ❖ L.8.3.A  
Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).
- ❖ L.8.3.B  
Form and use verbs in the indicative, imperative, and interrogative mood to achieve particular effects.
- ❖ 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 effective strategies.
- ❖ L.8.4.A  
Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- ❖ L.8.4.B  
Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- ❖ L.8.4.C  
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech
- ❖ L.8.4.D  
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- ❖ L.8.5 -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings as appropriate for the grade level.
  - **L.8.5.A- Interpret figures of speech (e.g., verbal irony, puns) in context.**
  - **L.8.5.B**  
Use the relationship between particular words to better understand each of the words.
  - **L.8.5.C**  
Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., bullheaded, willful, firm, persistent, resolute).
  - **L.8.5.D**  
This standard is taught in Grade 1 and should be reinforced as needed.  
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.8.6**  
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# 9th Grade English Language Arts

## Reading Literature

**Goal Statement: RL.9-10.2- Examine a grade-appropriate literary text to provide an objective summary and determine a theme and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.**

- ❖ **RL.9-10.1-** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
- ❖ **RL.9-10.2**
  - Examine a grade-appropriate literary text.
    - Provide an objective summary.
    - Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- ❖ **RL.9-10.3-** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- ❖ **RL.9-10.4-** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze their cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone).
  - *The underlined portion is what 9<sup>th</sup> grade will focus on when teaching and assessing this standard.*
- ❖ **RL.9-10.5**
  - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- ❖ **RL.9-10.6**
  - Analyze a particular point of view, perspective, or cultural experience reflected in a work of literature, including works from outside the United States.
- ❖ **RL.9-10.7**
  - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts," Breughel's Landscape with the Fall of Icarus).
- ❖ **RL.9-10.8**
- ❖ **RL.9-10.8** is not applicable to literature based on anchor standard R.CCR.8. Analyze 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.
- ❖ **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; how a later author draws on a play by Shakespeare).

❖ **RL.9-10.10**

By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.

## Reading Informational Texts

**Goal Statement: RI.9-10.2- Examine a grade-appropriate informational text to provide an objective summary and determine a theme and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.**

❖ **RI.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.

❖ **RI.9-10.2**

Examine a grade-appropriate informational text.

- Provide an objective summary of the text.
- 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.

❖ **RI.9-10.3**

Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

❖ **RI.9-10.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact on specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**

❖ **RI.9-10.5- 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., section, chapter).**

❖ **RI.9-10.6**

Determine an author's point of view, perspective, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.

❖ **RI.9-10.8- Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.**

❖ **RI.9-10.9**

Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related themes and concepts.

❖ **RI.9-10.10**

By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.

## Writing

- ❖ **W.9-10.1**
- ❖ **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
  - **W.9-10.1.A**  
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.9-10.1.B**  
Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - **W.9-10.1.C**  
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; include commentary for support.
  - **W.9-10.1.D**  
Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
  - **W.9-10.1.E**  
Provide an appropriate concluding statement or section that supports the argument presented.
- ❖ **W.9-10.2 -- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
  - **W.9-10.2.A**  
Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.
  - **W.9-10.2.B**  
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.
  - **W.9-10.2.C**  
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.9-10.2.D**  
Use precise language and domain-specific words to manage the complexity of the topic.
- **W.9-10.2.E**  
Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
- **W.9-10.2.F**  
Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ❖ **W.9-10.3 -- Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
  - **W.9-10.3.A**  
Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more points of view/perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - **W.9-10.3.B**  
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - **W.9-10.3.C**  
Use a variety of techniques to sequence events so that they build on one another, creating coherence.
  - **W.9-10.3.D**  
Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.
  - **W.9-10.3.E**  
Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.
- ❖ **W.9-10.4**  
**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- ❖ **W.9-10.5**  
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience.
- ❖ **W.9-10.6**  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

❖ **W.9-10.7**

**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**

**Gather relevant information from multiple credible 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.**
- **Follow a standard format for citation.**

❖ **W.9-10.9**

**Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.**

○ **W.9-10.9.A**

**Apply Grades 9-10 Reading standards to literature.**

○ **W.9-10.9.B**

**Apply Grades 9-10 Reading standards to informational texts.**

❖ **W.9-10.10**

**Write routinely over extended time frames, time for**

- **research**
- **reflection**
- **revision**

**and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

## Speaking and Listening

❖ **SL.9-10.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, 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.9-10.1.A**

**Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.**

○ **SL.9-10.1.B**

**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.9-10.1.C**  
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- **SL.9-10.1.D**  
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- ❖ **SL.9-10.2**  
Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches), evaluating the credibility and accuracy of each source.
- ❖ **SL.9-10.3- Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**
- ❖ **SL.9-10.4- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.**
- ❖ **SL.9-10.5**  
Make strategic use of digital media (e.g., textual, graphical, 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.

## Language

- ❖ **L.9-10.1**  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10.
  - **L.9-10.1.A**  
Use parallel structure.
  - **L.9-10.1.B**  
Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
  - **L.9-10.1.C**  
Form and use verbs in the conditional and subjunctive mood.
  - **L.9-10.1.D**  
Recognize and correct inappropriate shifts in verb voice and mood.
  - **L.9-10.1.E**  
This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.

- L.9-10.1.F  
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - L.9-10.1.G  
This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
  - L.9-10.1.H  
Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
  - L.9-10.1.I  
This standard is taught in Grade 4 and should be reinforced as needed. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
  - L.9-10.1.J  
This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).
  - L.9-10.1.K  
his standard is taught in Grade 3 and should be reinforced as needed. Form all uppercase and lowercase letters to write words legibly in cursive.
- ❖ L.9-10.2 -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing.
- L.9-10.2.A  
This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
  - L.9-10.2.B  
Use a colon appropriately to introduce a list, quotation, or clarification.
  - L.9-10.2.C  
Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.
  - L.9-10.2.D  
Spell correctly.  
Knowledge of the 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.9-10.3.A  
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
  - L.9-10.3.B  
Use verbs in the conditional and subjunctive mood to achieve particular effects.

❖ 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.9-10.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

○ L.9-10.4.B

Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

○ L.9-10.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

○ L.9-10.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

❖ L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.

○ L.9-10.5.A

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

○ L.9-10.5.B

Analyze nuances in the meaning of words with similar denotations.

○ L.9-10.5.C

This standard is taught in Grade 8 and should be reinforced as needed.

Distinguish among the connotations (associations) of words with similar denotations (definitions)

(e.g., bullheaded, willful, firm, persistent, resolute).

○ L.9-10.5.D

This standard is taught in Grade 1 and should be reinforced as needed.

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.9-10.6

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

# 10th Grade English Language Arts

## Reading Literature

**Goal Statement: RL.9-10.2- Examine a grade-appropriate literary text to provide an objective summary and determine a theme and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.**

- ❖ **RL.9-10.1-** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
- ❖ **RL.9-10.2**
  - Examine a grade-appropriate literary text.
    - Provide an objective summary.
    - Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- ❖ **RL.9-10.3**
  - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- ❖ **RL.9-10.4-** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze their cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone).
  - *The underlined portion is what 10<sup>th</sup> grade will focus on when teaching and assessing this standard.*
- ❖ **RL.9-10.5-** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- ❖ **RL.9-10.6**
  - Analyze a particular point of view, perspective, or cultural experience reflected in a work of literature, including works from outside the United States.
- ❖ **RL.9-10.7**
  - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts," Breughel's Landscape with the Fall of Icarus).
- ❖ **RL.9-10.8**
  - RL.9-10.8 is not applicable to literature based on anchor standard R.CCR.8. Analyze 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.
- ❖ **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; how a later author draws on a play by Shakespeare).

- ❖ **RL.9-10.10**  
By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.

## Reading Informational Texts

**Goal Statement: RI.9-10.2- Examine a grade-appropriate informational text to provide an objective summary and determine a theme and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.**

- ❖ **RI.9-10.1**  
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
- ❖ **RI.9-10.2**  
Examine a grade-appropriate informational text.
  - Provide an objective summary of the text.
  - 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.
- ❖ **RI.9-10.3**  
Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- ❖ **RI.9-10.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact on specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**
- ❖ **RI.9-10.6- Determine an author’s point of view, perspective, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.**
- ❖ **RI.9-10.7**  
Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- ❖ **RI.9-10.8- Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.**
- ❖ **RI.9-10.9**  
Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related themes and concepts.
- ❖ **RI.9-10.10**  
By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.

## Writing

- ❖ **W.9-10.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
  - **W.9-10.1.A**

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.9-10.1.B**

Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - **W.9-10.1.C**

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; include commentary for support.
  - **W.9-10.1.D**

Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
  - **W.9-10.1.E**

Provide an appropriate concluding statement or section that supports the argument presented.
- ❖ **W.9-10.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
  - **W.9-10.2.A**

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.
  - **W.9-10.2.B**

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.
  - **W.9-10.2.C**

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.9-10.2.D**

Use precise language and domain-specific words to manage the complexity of the topic.

- W.9-10.2.E
  - Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
- W.9-10.2.F
  - Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ❖ W.9-10.3 -- Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - W.9-10.3.A
    - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more points of view/perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - W.9-10.3.B
    - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - W.9-10.3.C
    - Use a variety of techniques to sequence events so that they build on one another, creating coherence.
  - W.9-10.3.D
    - Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.
  - W.9-10.3.E
    - Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.
- ❖ W.9-10.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ❖ W.9-10.5
  - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience.
- ❖ W.9-10.6
  - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- ❖ W.9-10.7- 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- Gather relevant information from multiple credible 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. Follow a standard format for citation.**

❖ **W.9-10.9**

Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

- **W.9-10.9.A**
- **Apply Grades 9-10 Reading standards to literature.**
- **W.9-10.9.B**
- **Apply Grades 9-10 Reading standards to informational texts.**

❖ **W.9-10.10**

Write routinely over extended time frames, time for

- **research**
- **reflection**
- **revision**

and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

❖ **SL.9-10.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, 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.9-10.1.A**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

○ **SL.9-10.1.B**

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.9-10.1.C**

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

○ **SL.9-10.1.D**

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- ❖ **SL.9-10.2**  
Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches), evaluating the credibility and accuracy of each source.
- ❖ **SL.9-10.3- Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**
- ❖ **SL.9-10.4- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.**
- ❖ **SL.9-10.5**  
Make strategic use of digital media (e.g., textual, graphical, 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.

## Language

- ❖ **L.9-10.1**  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10.
  - **L.9-10.1.A**  
**Use parallel structure.**
  - **L.9-10.1.B**
  - Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
  - **L.9-10.1.C**  
**Form and use verbs in the conditional and subjunctive mood.**
  - **L.9-10.1.D**  
**Recognize and correct inappropriate shifts in verb voice and mood.**
  - **L.9-10.1.E**  
This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
  - **L.9-10.1.F**  
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - **L.9-10.1.G**  
This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
  - **L.9-10.1.H**  
Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.

- L.9-10.1.I  
This standard is taught in Grade 4 and should be reinforced as needed. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
  - L.9-10.1.J  
This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).
  - L.9-10.1.K  
This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.
- ❖ L.9-10.2
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing.
- L.9-10.2.A  
This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
  - L.9-10.2.B  
Use a colon appropriately to introduce a list, quotation, or clarification.
  - L.9-10.2.C  
Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.
  - L.9-10.2.D  
Spell correctly.
- ❖ 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.9-10.3.A  
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
  - L.9-10.3.B  
Use verbs in the conditional and subjunctive mood to achieve particular effects.
- ❖ 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.9-10.4.A  
Use context (e.g., the overall meaning of a sentence, paragraph, text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.9-10.4.B  
Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  - L.9-10.4.C  
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

- L.9-10.4.D  
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ❖ L.9-10.5  
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.
  - L.9-10.5.A  
Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - L.9-10.5.B  
Analyze nuances in the meaning of words with similar denotations.
  - L.9-10.5.C  
This standard is taught in Grade 8 and should be reinforced as needed.  
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
  - L.9-10.5.D  
This standard is taught in Grade 1 and should be reinforced as needed.  
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.9-10.6
- ❖ Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# 11th Grade English Language Arts

## Reading Literature

**Goal Statement: RL.11-12.2- Examine a grade-appropriate literary text to provide an objective summary and 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.**

- ❖ **RL.11-12.1-** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ❖ **RL.11-12.2**  
Examine a grade-appropriate literary text.
  - Provide an objective summary.
  - 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.
- ❖ **RL.11-12.3**  
Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
- ❖ **RL.11-12.4-** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- ❖ **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 comedic or tragic resolution), contribute to its overall structure and meaning as well as its aesthetic impact.
- ❖ **RL.11-12.6**  
Analyze a case in which grasping perspective and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- ❖ **RL.11-12.7**  
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play, recorded novel or poetry), evaluating how each version interprets the source text.
- ❖ **RL.11-12.8**  
RL.11-12.8 is not applicable to literature based on anchor standard R.CCR.8. Analyze 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.
- ❖ **RL.11-12.9**  
Analyze how two or more influential literary works from the same time period address similar themes or topics.
- ❖ **RL.11-12.10**  
By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-12 text complexity band independently and proficiently.

## Reading Informational Texts

**Goal Statement: RI.11-12.2- Examine a grade-appropriate informational text to provide an objective summary and 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.**

- ❖ RI.11-12.1  
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ❖ RI.11-12.2  
Examine a grade-appropriate informational text.
  - Provide an objective summary of the text.
  - 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.
- ❖ RI.11-12.3  
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- ❖ RI.11-12.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- ❖ RI.11-12.5- Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure makes points clear, convincing, and engaging.
- ❖ RI.11-12.6- Determine an author's point of view, perspective, and/or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- ❖ RI.11-12.7  
Integrate and evaluate multiple sources of information presented in diverse media or formats in order to address a question or solve a problem.
- ❖ RI.11-12.8  
Delineate and evaluate the reasoning, premises, purposes, and arguments in texts such as works of public advocacy or foundational documents.
- ❖ RI.11-12.9  
Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their themes, purposes, and rhetorical features.
- ❖ RI.11-12.10  
By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.

## Writing

- ❖ **W.11-12.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant, sufficient evidence.**
  - **W.11-12.1.A**

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.11-12.1.B**

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary 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.11-12.1.C**

Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.
  - **W.11-12.1.D**

Establish and maintain an appropriate style, tone, and format within the norms and conventions of the discipline.
  - **W.11-12.1.E**

Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).
- ❖ **W.11-12.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
  - **W.11-12.2.A**

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; when useful, include headings, graphics, and multimedia to aid in comprehension.
  - **W.11-12.2.B**

Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations) and by providing insightful commentary appropriate to the audience's knowledge of the topic.
  - **W.11-12.2.C**

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.11-12.2.D**

Use precise language, domain-specific words, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - **W.11-12.2.E**

Establish and maintain a formal style, objective tone, and appropriate format within norms and conventions of the discipline.
  - **W.11-12.2.F**

Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications, significance of the topic).

- ❖ W.11-12.3 -- Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - W.11-12.3.A  
Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more points of view/perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - W.11-12.3.B  
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - W.11-12.3.C  
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).
  - W.11-12.3.D  
Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.
  - W.11-12.3.E  
Provide a purposeful ending that follows from and/or reflects on what is experienced, observed, or resolved over the course of the narrative when required by the task.
- ❖ W.11-12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ❖ 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.11-12.6  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ❖ W.11-12.7- 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- Gather relevant information from multiple credible 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 overreliance on any one source. Follow a standard format for citation.
  - *The underlined portion is a new skill introduced in 11<sup>th</sup> grade.*
- ❖ W.11-12.9  
Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis.
  - W.11-12.9.A  
Apply Grades 11-12 Reading standards to literature.
  - W.11-12.9.B  
Apply Grades 11-12 Reading standards to informational texts.

- ❖ **W.11-12.10**  
Write routinely over extended time frames, time for  
• research  
• reflection  
• revision  
and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

- ❖ **SL.11-12.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, 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.11-12.1.A**  
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - **SL.11-12.1.B**  
Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
  - **SL.11-12.1.C**  
Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - **SL.11-12.1.D**  
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- ❖ **SL.11-12.2**  
Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) 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 perspective, reasoning, and use of evidence and rhetoric, assessing the stance premises, links among ideas, word choice, points of emphasis, and tone used.**
- ❖ **SL.11-12.4- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.**
- ❖ **SL.11-12.5**  
Make strategic use of digital media (e.g., textual, graphical, 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 standard and/or formal English when indicated or appropriate.

## Language

- ❖ L.11-12.1 -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12.
  - L.11-12.1.A  
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - L.11-12.1.B  
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.11-12.1.C  
Form and use correctly the full range of verb tenses and moods.
  - L.11-12.D  
Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement
  - L.11-12.1.E  
This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
  - L.11-12.1.F- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - L.11-12.1.G  
This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
  - L.11-12.1.H  
Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
  - L.11-12.1.I  
This standard is taught in Grade 4 and should be reinforced as needed. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
  - L.11-12.1.J  
This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).
  - L.11-12.1.K  
This standard is taught in Grade 3 and should be reinforced as needed. Form all uppercase and lowercase letters to write words legibly in cursive.
- ❖ L.11-12.2  
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing.
  - L.11-12.2.A  
This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.

- L.11-12.2.B  
Observe hyphenation conventions.
- L.11-12.2.C- Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.
- L.11-12.2.D
  - Spell correctly.
- ❖ 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.11-12.3.A  
Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
  - L.11-12.3.B  
Apply an understanding of syntax to the study of complex texts when reading.
- ❖ L.9-10.4 -- 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.11-12.4.A  
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.11-12.4.B  
Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
  - L.11-12.4.C  
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
  - L.11-12.4.D  
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ❖ L.11-12.5  
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.
  - L.11-12.5.A  
Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - L.11-12.5.B  
Analyze nuances in the meaning of words with similar denotations.
  - L.11-12.5.C  
This standard is taught in Grade 8 and should be reinforced as needed.  
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
  - L.11-12.5.D  
This standard is taught in Grade 1 and should be reinforced as needed.  
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.11-12.6- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

# 12th Grade English Language Arts

## Reading Literature

**Goal Statement: RL.11-12.2- Examine a grade-appropriate literary text to provide an objective summary and 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.**

- ❖ **RL.11-12.1-** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ❖ **RL.11-12.2**  
Examine a grade-appropriate literary text.
  - Provide an objective summary.
  - 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.
- ❖ **RL.11-12.3**  
Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
- ❖ **RL.11-12.4-** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- ❖ **RL.11-12.5**  
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- ❖ **RL.11-12.6**  
Analyze a case in which grasping perspective and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- ❖ **RL.11-12.7-** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded live production of a play, recorded novel or poetry), evaluating how each version interprets the source text.
- ❖ **RL.11-12.8**  
RL.11-12.8 is not applicable to literature based on anchor standard R.CCR.8. Analyze 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.
- ❖ **RL.11-12.9**  
Analyze how two or more influential literary works from the same time period address similar themes or topics.
- ❖ **RL.11-12.10**  
By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-12 text complexity band independently and proficiently.

## Reading Informational Texts

**Goal Statement: RI.11-12.2- Examine a grade-appropriate informational text to provide an objective summary and 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.**

- ❖ RI.11-12.1  
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ❖ RI.11-12.2  
Examine a grade-appropriate informational text.
  - Provide an objective summary of the text.
  - 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.
- ❖ RI.11-12.3  
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- ❖ RI.11-12.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- ❖ RI.11-12.5- Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure makes points clear, convincing, and engaging.
- ❖ RI.11-12.6  
Determine an author's point of view, perspective, or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- ❖ RI.11-12.7- Integrate and evaluate multiple sources of information presented in diverse media formats in order to address a question or solve a problem.
- ❖ RI.11-12.8  
Delineate and evaluate the reasoning, premises, purposes, and arguments in texts such as works of public advocacy or foundational documents.
- ❖ RI.11-12.9  
Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their themes, purposes, and rhetorical features.
- ❖ RI.11-12.10  
By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.

## Writing

- ❖ **W.11-12.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant, sufficient evidence.**
  - **W.11-12.1.A**  
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.11-12.1.B**  
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary 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.11-12.1.C**  
Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.
  - **W.11-12.1.D**  
Establish and maintain an appropriate style, tone, and format within the norms and conventions of the discipline.
  - **W.11-12.1.E**  
Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).
- ❖ **W.11-12.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
  - **W.11-12.2.A**  
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; when useful, include headings, graphics, and multimedia to aid in comprehension.
  - **W.11-12.2.B**  
Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations) and by providing insightful commentary appropriate to the audience's knowledge of the topic.
  - **W.11-12.2.C**  
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.11-12.2.D**  
Use precise language, domain-specific words, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - **W.11-12.2.E**  
Establish and maintain a formal style, objective tone, and appropriate format within norms and conventions of the discipline.

- **W.11-12.2.F**  
Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications, significance of the topic).
- ❖ **W.11-12.3**  
Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - **W.11-12.3.A**  
Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more points of view/perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - **W.11-12.3.B**  
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - **W.11-12.3.C**  
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).
  - **W.11-12.3.D**  
Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.
  - **W.11-12.3.E**  
Provide a purposeful ending that follows from and/or reflects on what is experienced, observed, or resolved over the course of the narrative when required by the task.
- ❖ **W.11-12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- ❖ **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.11-12.6**  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ❖ **W.11-12.7- 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- Gather relevant information from multiple credible 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 overreliance on any one source. Follow a standard format for citation.**
  - *The underlined portion is a new skill introduced in 11<sup>th</sup> grade.*

- ❖ **W.11-12.9**  
Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis.
  - **W.11-12.9.A**  
Apply Grades 11-12 Reading standards to literature.
  - **W.11-12.9.B**  
Apply Grades 11-12 Reading standards to informational texts.
- ❖ **W.11-12.10**  
Write routinely over extended time frames, time for
  - research
  - reflection
  - revisionand shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

- ❖ **SL.11-12.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, 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.11-12.1.A**  
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - **SL.11-12.1.B**  
Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
  - **SL.11-12.1.C**  
Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - **SL.11-12.1.D**  
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- ❖ **SL.11-12.2**  
Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) 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 perspective, reasoning, and use of evidence and rhetoric, assessing the stance premises, links among ideas, word choice, points of emphasis, and tone used.**
- ❖ **SL.11-12.4- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.**

- ❖ **SL.11-12.5**  
Make strategic use of digital media (e.g., textual, graphical, 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 standard and/or formal English when indicated or appropriate.

## Language

- ❖ **L.11-12.1 --Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12.**
  - **L.11-12.1.A**  
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - **L.11-12.1.B**  
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.11-12.1.C**  
Form and use correctly the full range of verb tenses and moods.
  - **L.11-12.D**  
Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement
  - **L.11-12.1.E**  
This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
  - **L.11-12.1.F**  
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - **L.11-12.1.G**  
This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
  - **L.11-12.1.H**  
Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
  - **L.11-12.1.I**  
This standard is taught in Grade 4 and should be reinforced as needed. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
  - **L.11-12.1.J**  
This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).

- L.11-12.1.K  
This standard is taught in Grade 3 and should be reinforced as needed. Form all uppercase and lowercase letters to write words legibly in cursive.

❖ L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing.

- L.11-12.2.A  
This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
- L.11-12.2.B  
Observe hyphenation conventions.
- L.11-12.2.C  
Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.
- L.11-12.2.D  
Spell correctly.

❖ 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.11-12.3.A- Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
- L.11-12.3.B- Apply an understanding of syntax to the study of complex texts when reading.

❖ L.9-10.4

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.11-12.4.A  
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4.B  
Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- L.11-12.4.C  
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4.D  
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

❖ L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.

- **L.11-12.5.A- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.**
- **L.11-12.5.B**
- **Analyze nuances in the meaning of words with similar denotations.**
- **L.11-12.5.C**
- **This standard is taught in Grade 8 and should be reinforced as needed.**
- **Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).**
- **L.11-12.5.D**
- **This standard is taught in Grade 1 and should be reinforced as needed.**
- **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.11-12.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.





