

The primary purpose of this “Standards-at-a-Glance” Document is to give a clear picture of the standards in an easily accessible format. It allows teachers to see the vertical alignment and progression of each standard from grade to grade. This document will promote a deeper understanding of the Standards as teachers plan for classroom instruction. The Document will aid teachers’ understanding of how to teach the Standards through a natural progression of student mastery.

### Reading Standards for Literature (RL) K-2

#### Key Ideas and Details

Kindergarten	Grade 1	Grade 2
<b>RL.K.1</b> Ask and answer questions about a text	<b>RL.1.1</b> Ask and answer questions about a text	<b>RL.2.1</b> Ask and answer questions to demonstrate understanding of key details in a text
<b>RL.K.2</b> Retell familiar stories using main ideas and key details	<b>RL.1.2</b> Retell stories using main ideas and key details	<b>RL.2.2</b> Retell stories and determine their central message (main idea), lesson, or moral
<b>RL.K.3</b> Identify characters, settings, and sequence of major events in a story	<b>RL.1.3</b> Describe characters, settings, and sequence of events in a story	<b>RL.2.3</b> Describe how characters in a story respond to major events and challenges

#### Craft and Structure

Kindergarten	Grade 1	Grade 2
<b>RL.K.4</b> Ask and answer questions about unknown words in a text	<b>RL.1.4</b> Identify specific words that express feelings and senses	<b>RL.2.4</b> Describe how words and phrases supply rhythm and meaning in a story, poem, or song
<b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems)	<b>RL.1.5</b> Identify a variety of genres and explain major differences between literary texts and informational texts	<b>RL.2.5</b> Describe sequential events in story using beginning, middle, and end
<b>RL.K.6</b> Name the author and illustrator and define the role of each in telling the story	<b>RL.1.6</b> Identify who is telling the story at various points in a text	<b>RL.2.6</b> Acknowledge differences in the points of view of characters

#### Integration of Knowledge and Ideas

Kindergarten	Grade 1	Grade 2
<b>RL.K.7</b> Describe the relationship between illustrations and the text	<b>RL.1.7</b> Use illustrations and detail to describe characters, setting, or events	<b>RL.2.7</b> Demonstrate understanding of story elements and/or topics by applying information gained from illustrations and text
<b>RL.K.8</b> NA to Literature	<b>RL.1.8</b> NA to Literature	<b>RL.2.8</b> NA to Literature
<b>RL.K.9</b> Make text to self, text to world, and text to text connections	<b>RL.1.9</b> Make text to self, text to world, and text to text connections	<b>RL.2.9</b> Compare and contrast two or more versions of the same story by different authors or from different cultures

#### Range of Reading and Level of Text Complexity

Kindergarten	Grade 1	Grade 2
<b>RL.K.10</b> Actively engage in group reading activities with	<b>RL.1.10</b> Read grade 1 prose and poetry with purpose	<b>RL.2.10</b> Read with purpose and comprehend literature in

purpose and understanding	and understanding	the grades 2-3 text complexity band, with scaffolding as needed
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## Reading Standards for Informational Text (RI) K-2

### Key Ideas and Details

Kindergarten	Grade 1	Grade 2
<b>RI.K.1</b> Ask and answer questions about a text	<b>RI.1.1</b> Ask and answer questions about key details in a text	<b>RI.2.1</b> Ask and answer questions to demonstrate understanding of key details in a text
<b>RI.K.2</b> Identify the topic and key details of a text	<b>RI.1.2</b> Identify the main topic and retell key details of a text	<b>RI.2.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
<b>RI.K.3</b> Identify and describe connections between individuals, events, and pieces of information in a text	<b>RI.1.3</b> Describe the connection between individuals, events, ideas, or pieces of information in a text	<b>RI.2.3</b> Describe the connections between a series of ideas, concepts, or events

### Craft and Structure

Kindergarten	Grade 1	Grade 2
<b>RI.K.4</b> Ask and answer questions about unknown words in a text	<b>RI.1.4</b> Ask and answer questions to determine or clarify unknown words in a text	<b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
<b>RI.K.5</b> Identify front cover, back cover, and title page of a book	<b>RI.1.5</b> Use text features to locate key facts or information in a text	<b>RI.2.5</b> Know and use various text features to locate key facts or information in a text efficiently
<b>RI.K.6</b> Name the author and illustrator and define the role of each the text	<b>RI.1.6</b> Describe how illustrations and words in a text provide different information	<b>RI.2.6</b> Identify the main purpose of a text and identify what the author wants to answer, explain, or describe

### Integration of Knowledge and Ideas

Kindergarten	Grade 1	Grade 2
<b>RI.K.7</b> Describe the relationship between illustrations and the text	<b>RI.1.7</b> Use illustrations and details in a text to describe its key ideas	<b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text
<b>RI.K.8</b> With support, identify the reasons an author gives to support points in a text	<b>RI.1.8</b> Identify the reasons an author gives to support points in a text	<b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.
<b>RI.K.9</b> Make text to self, text to world, and text to text connections	<b>RI.1.9</b> Make text to self, text to world, and text to text connections	<b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic

### Range of Reading and Level of Text Complexity

Kindergarten	Grade 1	Grade 2
<b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding	<b>RI.1.10</b> Read grade 1 informational texts with purpose and understanding	<b>RI.2.10</b> Read with purpose and comprehend informational texts in the 2-3 text complexity band, with scaffolding as needed

## Reading Standards for Foundational Skills (RF) K-2

### Print Concepts

Kindergarten	Grade 1	Grade 2
<p><b>RF.K.1</b> Demonstrate understanding of basic features of print</p> <p><b>1a.</b> Follow words from left to right, top to bottom, and page by page</p> <p><b>1b.</b> Recognize that spoken words are represented in written language by specific sequences of letters</p> <p><b>1c.</b> Understand that words are separated by spaces</p> <p><b>1d.</b> Recognize and name all upper and lowercase letters</p> <p><b>1e.</b> With tools, recognize a letters position in the alphabet</p>	<p><b>RK.1.1</b> Demonstrate understanding of the organization and basic features of print</p> <p><b>1a.</b> Recognize distinguishing features of a sentence (e.g. first word, capitalization, punctuation)</p> <p><b>1b.</b> Alphabetize words to the first and second letter</p>	Addressed in K and 1

### Phonological Awareness

Kindergarten	Grade 1	Grade 2
<p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p><b>2a.</b> Recognize and produce rhyming words</p> <p><b>2b.</b> Count, blend, and segment syllables in spoken words</p> <p><b>2c.</b> Blend and segment onsets and rhymes of single syllable spoken words</p> <p><b>2d.</b> Isolate and pronounce the initial sound, medial vowel, and final sounds in 3 phoneme (CVC) words</p> <p><b>2e.</b> Create new words by orally manipulating phonemes in one-syllable words</p>	<p><b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p><b>2a.</b> Distinguish long from short vowel sounds in single-syllable words</p> <p><b>2b.</b> Orally produce single-syllable words by blending sounds (phonemes) including consonant blends</p> <p><b>2c.</b> Isolate and pronounce the initial, medial vowel, and final sounds in spoken single syllable words</p> <p><b>2d.</b> Blend and segment individual sounds (phonemes) in spoken words</p>	Addressed in K and 1

### Phonics and Word Recognition

Kindergarten	Grade 1	Grade 2
<p><b>RF.K.3</b> Know and apply grade level phonics and word analysis skills in decoding words</p> <p><b>3a.</b> Demonstrate one-to-one letter-sound correspondence by producing the primary sound for each consonant</p> <p><b>3b.</b> Associate the long and short sounds with common spellings for the 5 major vowels</p> <p><b>3c.</b> Read common high frequency words by sight (the, of, to, you, she, my, is, are, do, does)</p> <p><b>3d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ</p>	<p><b>RF.1.3</b> Know and apply grade level phonics and word analysis skills in decoding words</p> <p><b>3a.</b> Know letter-sound correspondences for common consonant blends and digraphs</p> <p><b>3b.</b> Decode regularly spelled one-syllable words</p> <p><b>3c.</b> Know the final -e and common vowel team conventions for representing long vowel sounds</p> <p><b>3d.</b> Use knowledge that every syllable must have a vowel to determine how many syllables are in a word</p> <p><b>3e.</b> Decode two-syllable words by breaking words into syllables</p> <p><b>3f.</b> Read words with inflectional endings</p> <p><b>3g.</b> Read grade 1 high-frequency words by sight</p>	<p><b>RF.2.3</b> Know and apply phonics and word analysis skills in decoding words</p> <p><b>3a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words</p> <p><b>3b.</b> Know spelling-sound correspondences for common vowel teams</p> <p><b>3c.</b> Decode regularly spelled two-syllable words</p> <p><b>3d.</b> Decode words with common prefixes and suffixes</p> <p><b>3e.</b> Identify words with inconsistent but common spelling-sound correspondences</p> <p><b>3f.</b> Read all common high-frequency words by sight</p>

Fluency

Kindergarten	Grade 1	Grade 2
<b>RF.K.4</b> Read and comprehend grade-level texts	<b>RF.1.4</b> Read with fluency and accuracy to comprehend grade-level texts	<b>RF.2.4</b> Read with fluency and accuracy to comprehend grade-level texts

**Writing Standards (W) K-2**

Text Types and Purposes

Kindergarten	Grade 1	Grade 2
<b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose pieces that state an opinion and a reason to support that opinion	<b>W.1.1</b> Write opinion pieces that have an introduction, reasons to support the opinion, and some sense of closure	<b>W.2.1</b> Write opinion pieces that have an introduction, state an opinion, and provide reasons to support the opinion; use linking words to connect reasons and opinion
<b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative texts that name a topic and supply information	<b>W.1.2</b> Write informative/explanatory pieces that introduce the topic, supply facts, and provide closure	<b>W.2.2</b> Write informative/explanatory texts which introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
<b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate an event or events in a sequence	<b>W.1.3</b> Write narratives which recount events in sequence, provide some detail, use transition words, and provide closure	<b>W.2.3</b> Write narratives which recount events in sequence, provide detail and descriptions, use transition words, and provide closure

Production and Distribution of Writing

Kindergarten	Grade 1	Grade 2
<b>W.K.4</b> Begins in grade 3	<b>W.1.4</b> Begins in grade 3	<b>W.2.4</b> Begins in grade 3
<b>W.K.5</b> Respond to questions and suggestions from peers to strengthen writing as needed	<b>W.1.5</b> Respond to feedback; answer questions and add detail to strengthen writing	<b>W.2.5</b> Strengthen writing as needed by revising and editing based on feedback from adults and peers
<b>W.K.6</b> Explore digital tools to produce and publish writing	<b>W.1.6</b> Collaborate with peers to use digital tools to produce and publish writing	<b>W.2.6</b> Collaborate with peers to use digital tools to produce and publish writing

Research to Build and Present Knowledge

Kindergarten	Grade 1	Grade 2
<b>W.K.7</b> Participate in shared research and writing projects	<b>W.1.7</b> Participate in shared research and writing projects	<b>W.2.7</b> Participate in shared research and writing projects
<b>W.K.8</b> With support, recall information from experiences or gather from provided sources to answer a question	<b>W.1.8</b> Recall information from experiences or gather information from provided sources to answer a question	<b>W.2.8</b> Recall or gather information from provided sources to answer a question
<b>W.K.9</b> Begins in grade 4	<b>W.1.9</b> Begins in grade 4	<b>W.2.9</b> Begins in grade 4

Range of Writing

Kindergarten	Grade 1	Grade 2
<b>W.K.10</b> Begins in grade 3	<b>W.1.10</b> Begins in grade 3	<b>W.2.10</b> Begins in grade 3

**Speaking and Listening Standards (SL) K-2**

Comprehension and Collaboration

Kindergarten	Grade 1	Grade 2
<p><b>SL.K.1</b> Participate in collaborative conversations with diverse peers and adults in a variety of settings</p> <p><b>1a.</b> Follow agreed-upon rules for discussion</p> <p><b>1b.</b> Continue a conversation through multiple exchanges</p>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse peers and adults in a variety of settings</p> <p><b>1a.</b> Follow agreed-upon rules for discussion</p> <p><b>1b.</b> Advance discussion by responding to the comments of others through multiple exchanges</p> <p><b>1c.</b> Ask clarifying questions about topics and texts under discussion</p>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse peers and adults in a variety of settings</p> <p><b>1a.</b> Follow agreed-upon rules for discussion</p> <p><b>1b.</b> Build on others' talk in conversations by linking their comments to the remarks of others</p> <p><b>1c.</b> Ask clarifying questions about topics and texts under discussion</p>
<p><b>SL.K.2</b> Ask and answer questions about key details to confirm understanding of a text</p>	<p><b>SL.1.2</b> Ask and answer questions about key details in a read-aloud or presentation</p>	<p><b>SL.2.2</b> Recount or describe key ideas or details from texts, media, or oral presentation</p>
<p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify</p>	<p><b>SL.1.3</b> Ask and answer questions in order to clarify what the speaker says and identify a speaker's point of view</p>	<p><b>SL.2.3</b> Ask and answer questions about what a speaker says; respectfully agree or disagree with the speaker's point of view, providing a reason(s)</p>

Presentation and Knowledge of Ideas

Kindergarten	Grade 1	Grade 2
<p><b>SL.K.4</b> Describe familiar people, places, things, and events with detail</p>	<p><b>SL.1.4</b> Describe people, places, things, and events and with relevant detail, expressing ideas and feelings clearly</p>	<p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p>
<p><b>SL.K.5</b> Create and/or utilize visual displays to support descriptions</p>	<p><b>SL.1.5</b> Create and/or utilize visual displays to clarify ideas, thoughts, or feelings</p>	<p><b>SL.2.5</b> Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings</p>
<p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly</p>	<p><b>SL.1.6</b> Express thoughts, feelings and ideas clearly, using complete sentences</p>	<p><b>SL.2.6</b> Express thoughts, feelings and ideas clearly, using complete and detailed sentences</p>

## Language Standards (L) K-2

### Conventions of Standard English

Kindergarten	Grade 1	Grade 2
<p><b>L.K.1</b> Demonstrate command of conventions of standards english grammar and usage when writing or speaking</p> <p><b>1a.</b> Print all upper and lowercase letters</p> <p><b>1b.</b> Use nouns and verbs</p> <p><b>1c.</b> Form regular plural nouns <i>orally</i> by adding /s/ or /es/</p> <p><b>1d.</b> Understand and use question words</p> <p><b>1e.</b> Use common prepositions</p> <p><b>1f.</b> Produce and expand complete sentences in shared language activities</p>	<p><b>L.1.1</b> Demonstrate command of conventions of standards english grammar and usage when writing or speaking</p> <p><b>1a.</b> Print all upper and lowercase letters using correct letter formation</p> <p><b>1b.</b> Use common, proper, and possessive nouns</p> <p><b>1c.</b> Use singular and plural nouns with matching verbs in basic sentences (e.g. he hops, we hop)</p> <p><b>1d.</b> Use personal, possessive, and indefinite pronouns (e.g. I, me, my, they, them)</p> <p><b>1e.</b> Use past, present, and future tense verbs</p> <p><b>1f.</b> Use frequently occurring adjectives</p> <p><b>1g.</b> Use frequently occurring conjunctions</p> <p><b>2h.</b> Use determiners (e.g. articles, demonstratives)</p> <p><b>1i.</b> Use frequently occurring prepositions</p> <p><b>1j.</b> Respond to prompts using a variety of varied sentence types and structures</p>	<p><b>L.2.1</b> Demonstrate command of conventions of standard english grammar and usage when writing or speaking</p> <p><b>1a.</b> Use collective nouns (e.g., <i>group</i>)</p> <p><b>1b.</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth</i>)</p> <p><b>1c.</b> Use reflexive pronouns (e.g., <i>myself, ourselves</i>)</p> <p><b>1d.</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p><b>1e.</b> Use adjectives and adverbs, and choose between them depending on what is to be modified</p> <p><b>1f.</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)</p> <p><b>1g.</b> Use cursive to write letters and words proficiently</p>
<p><b>L.K.2</b> Demonstrate command of the conventions of standard english capitalization, punctuation, and spelling when writing</p> <p><b>2a.</b> Capitalize the first word in a sentence and the pronoun I</p> <p><b>2b.</b> Name and use end punctuation</p> <p><b>2c.</b> Write a letter or letters for most consonant and short vowel sounds (phonemes)</p> <p><b>2d.</b> Spell simple words phonetically</p>	<p><b>L.1.2</b> Demonstrate command of the conventions of standard english capitalization, punctuation, and spelling when writing</p> <p><b>2a.</b> Capitalize dates and names of people</p> <p><b>2b.</b> Use end punctuation for sentences</p> <p><b>2c.</b> Use commas in dates and to separate single words in a series</p> <p><b>2d.</b> Spell grade 1 irregular words correctly, use conventional spelling for words with common spelling patterns</p> <p><b>2e.</b> Use spelling patterns and phonemic awareness to spell untaught words</p>	<p><b>L.2.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</p> <p><b>2a.</b> Capitalize holidays, product names, and geographic names.</p> <p><b>2b.</b> Use commas in greetings and closings of letters.</p> <p><b>2c.</b> Use an apostrophe to form contractions and frequently occurring possessives</p> <p><b>2d.</b> Generalize learned spelling patterns when writing words</p> <p><b>2e.</b> Consult reference materials as needed to check and correct spellings</p>

### Knowledge of Language

Kindergarten	Grade 1	Grade 2
<b>L.K.3</b> Begins in grade 2	<b>L.1.3</b> Begins in grade 2	<b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening

### Vocabulary Acquisition and Use

Kindergarten	Grade 1	Grade 2

<p><b>L.K.4</b> Explore and use new vocabulary and multiple-meaning words and phrases</p> <p><b>4a.</b> Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb duck)</p> <p><b>4b.</b> Use the most frequently occurring inflections and affixes (e.g. -ed, -s, re-, un-, pre-, -ful, -less)</p>	<p><b>L.1.4</b> Explore and use new vocabulary and multiple-meaning words and phrases</p> <p><b>4a.</b> Use sentence-level context as a clue to the meaning or phrase</p> <p><b>4b.</b> Use the most frequently affixes as a clue to the meaning of a word</p> <p><b>4c.</b> Identify frequently occurring root words (e.g. look) and their inflectional endings (e.g. looks, looked, looking)</p> <p><b>4d.</b> Use knowledge of the meaning of individual words to predict the meaning of compound words</p>	<p><b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using an array of strategies</p> <p><b>4a.</b> Use sentence-level context as a clue to the meaning of a word or phrase</p> <p><b>4b.</b> Determine the meaning of the new word formed when a known prefix is added to a known word</p> <p><b>4c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>)</p> <p><b>4d.</b> Use knowledge of compound words in oral and written expression</p> <p><b>4e.</b> Use digital and printed reference materials to determine the meaning of words and phrases</p>
<p><b>L.K.5</b> Explore and discuss word relationships and meanings</p> <p><b>5a.</b> Sort common objects into categories to gain a sense of concepts the categories represent</p> <p><b>5b.</b> Demonstrate understanding of verbs and adjectives by relating them to their antonym</p> <p><b>5c.</b> Identify real-life connections between words and their use (e.g. note places at school that are colorful)</p> <p><b>5d.</b> Explore variations among verbs that describe the same general action (e.g. walk, march, gallop) by acting out the meanings</p>	<p><b>L.1.5</b> Explore and discuss word relationships and meanings</p> <p><b>5a.</b> Sort common objects into categories to gain a sense of concepts the categories represent</p> <p><b>5b.</b> Define words by category and one or more ey attributes</p> <p><b>5c.</b> Identify real-life connections between words and their use (e.g. note places at school that are colorful)</p> <p><b>5d.</b> Distinguish shades of meaning and differing intensity in verbs and adjectives by defining them or acting out the meanings</p>	<p><b>L.2.5</b> Explore and discuss word relationships and meanings</p> <p><b>5a.</b> Identify real life connections between words and their use</p> <p><b>5b.</b> Distinguish shades of meaning among closely related verbs and adjectives</p> <p><b>5c.</b> Identify synonyms, antonyms, homophones, and homonyms</p>
<p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p><b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p><b>L.2.6</b> Use words and phrases acquired through responding to texts, including using adjectives and adverbs to describe (e.g. when other kids are happy that makes me happy)</p>

## Reading Standards for Literature (RL) 3-5

### Key Ideas and Details

Grade 3	Grade 4	Grade 5
<b>RL.3.1</b> Use text evidence and support to ask and answer questions about a text	<b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	<b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
<b>RL.3.2</b> Retell stories and determine the main idea and how it is supported by key details	<b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text	<b>RL.5.2</b> Determine a theme or central idea and explain how it is supported by key details and literary elements; summarize a text
<b>RL.3.3</b> Explain how character actions contribute to the sequence of events in a story	<b>RL.4.3</b> Describe a character, setting, or event, drawing on specific details in the text	<b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

### Craft and Structure

Grade 3	Grade 4	Grade 5
<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language	<b>RL.4.4</b> Determine the meaning of words, phrases, figurative language, academic, and content-specific words	<b>RL.5.4</b> Determine the meaning of words and phrases as they are used in the text to influence meaning, tone, or mood
<b>RL.3.5</b> Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza	<b>RL.4.5</b> Explain major differences in poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text	<b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
<b>RL.3.6</b> Distinguish one's own point of view from those of the characters or narrator(s)	<b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations	<b>RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described

### Integration of Knowledge and Ideas

Grade 3	Grade 4	Grade 5
<b>RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story	<b>RL.4.7</b> Make connections between the text and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text	<b>RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
<b>RL.3.8</b> Not Applicable to Literature	<b>RL.4.8</b> Not Applicable to Literature	<b>RL.5.8</b> Not Applicable to Literature
<b>RL.3.9</b> Compare and contrast the themes, settings or plots of two or more texts	<b>RL.4.9</b> Compare and contrast common themes and topics in stories, myths, and traditional literature from different cultures	<b>RL.5.9</b> Compare and contrast stories in the same genre on their approaches to similar themes and topics



**Range of Reading and Level of Text Complexity**

Grade 3	Grade 4	Grade 5
<b>RL.3.10</b> Read with purpose and comprehend literature in the grades 2-3 text complexity band independently and proficiently	<b>RL.4.10</b> Read with purpose and comprehend a variety of genres in the 4-5 text complexity band- scaffolding as needed	<b>RL.5.10</b> Read with purpose and comprehend a variety of genres in the 4-5 text complexity band independently and proficiently

**Reading Standards for Informational Text (RI) 3-5**

**Key Ideas and Details**

Grade 3	Grade 4	Grade 5
<b>RI.3.1</b> Use text evidence and support to ask and answer questions about a text or topic	<b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
<b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea	<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text	<b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
<b>RI.3.3</b> Describe the connections between ideas, concepts, or a series of events using temporal language and/or cause and effect	<b>RI.4.3</b> Based on specific information in the text, explain events, procedures, ideas, or concepts in historical, scientific, or technical texts	<b>RI.5.3</b> Explain the relationship between two or more individuals, events, ideas, or concepts based on specific evidence from the text

**Craft and Structure**

Grade 3	Grade 4	Grade 5
<b>RI.3.4</b> Determine the meaning of words, phrases, figurative language, and academic and content-specific words	<b>RI.4.4</b> Determine the meaning of academic and domain-specific words or phrases in a text	<b>RI.5.4</b> Determine the meaning of academic and content-specific words or phrases in a text
<b>RI.3.5</b> Use text features and digital search tools to locate information relevant to a given topic efficiently	<b>RI.4.5</b> Describe the overall structure (e.g., chronology, cause/effect, problem/solution) of events, ideas, concepts, or information in a text	<b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, etc) of events, ideas, concepts, or information in two or more texts
<b>RI.3.6</b> Distinguish one's own point of view from that of the author of a text	<b>RI.4.6</b> Compare and contrast a primary and secondary source on the same event or topic	<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

**Integration of Knowledge and Ideas**

Grade 3	Grade 4	Grade 5
<b>RI.3.7</b> Use information gained from visual displays and words in a text to demonstrate understanding of the text	<b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively; explain how the information contributes to an understanding of the text	<b>RI.5.7</b> Analyze how visual and multimedia elements contribute to meaning of informational texts
<b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, sequence, etc)	<b>RI.4.8</b> Explain how claims in a text are supported by relevant reasons and evidence	<b>RI.5.8</b> Explain how an author uses reasons and evidence to support points in a text, linking reasons and evidence to specific point(s)

<b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic	<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	<b>RI.5.9</b> Synthesize information from several texts on the same topic in order to write or speak about the subject knowledgeably
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**Range of Reading and Level of Text Complexity**

Grade 3	Grade 4	Grade 5
<b>RI.3.10</b> Read with purpose and comprehend informational texts in the 2-3 text complexity band, independently and proficiently	<b>RI.4.10</b> Read with purpose and comprehend informational texts in the 4-5 text complexity band- with scaffolding as necessary	<b>RI.5.10</b> Read with purpose and comprehend informational texts in the 4-5 text complexity band- independently and proficiently

**Reading Standards for Foundational Skills (RF) 3-5**

**Print Concepts**

Grade 3	Grade 4	Grade 5
Addressed in K-1	Addressed in K-1	Addressed in K-1

**Phonological Awareness**

Grade 3	Grade 4	Grade 5
Addressed in K-1	Addressed in K-1	Addressed in K-1

**Phonics and Word Recognition**

Grade 3	Grade 4	Grade 5
<b>RF.3.3</b> Know and apply phonics and word analysis skills in decoding words <b>3a.</b> Identify and know the meaning of most common prefixes and suffixes <b>3b.</b> Decode words with common Latin suffixes <b>3c.</b> Decode multisyllabic words <b>3d.</b> Read grade-appropriate irregularly spelled words	<b>RF.4.3</b> Know and apply phonics and word analysis skills in decoding words <b>3a.</b> Use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context and out of context	<b>RF.5.3</b> Know and apply phonics and word analysis skills in decoding words <b>3a.</b> Use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context and out of context

**Fluency**

Grade 3	Grade 4	Grade 5
<b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension <b>4a.</b> Read grade-level text with purpose and understanding <b>4b.</b> Read grade level texts aloud with accuracy, appropriate rate, and expression <b>4c.</b> Use context to confirm or self correct, rereading as necessary	<b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension <b>4a.</b> Read grade-level text with purpose and understanding <b>4b.</b> Read grade level texts aloud with accuracy, appropriate rate, and expression <b>4c.</b> Use context to confirm or self correct, rereading as necessary	<b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension <b>4a.</b> Read grade-level text with purpose and understanding <b>4b.</b> Read prose and poetry with accuracy, appropriate rate, and expression <b>4c.</b> Use context to confirm or self correct, rereading as necessary

## Writing Standards (W) 3-5

### Text Types and Purposes

Grade 3	Grade 4	Grade 5
<p><b>W.3.1</b> Write an opinion piece with an argument to support a claim, using clear reasons and relevant evidence</p> <p><b>1a.</b> Introduce topic, state an opinion, and follow a clear organizational structure</p> <p><b>1b.</b> Provide reasons that support the opinion</p> <p><b>1c.</b> Use language to link/connect opinion and reasons</p> <p><b>1d.</b> Provide a conclusion</p>	<p><b>W.4.1</b> Write opinion pieces on topics or texts with a clear point of view and text evidence for support</p> <p><b>1a.</b> Introduce topic, state an opinion, and follow a clear organizational structure</p> <p><b>1b.</b> Provide reasons that are supported by facts and details</p> <p><b>1c.</b> Link opinion and reasons using words and phrases (e.g., for instance, in order to, etc)</p> <p><b>1d.</b> Provide a conclusion related to the opinion presented</p>	<p><b>W.5.1</b> Write opinion pieces on topics or texts with a clear point of view and evidentiary support</p> <p><b>1a.</b> Provide a clear introduction, state an opinion, and create a structure in which ideas are logically grouped to support the writer's purpose</p> <p><b>1b.</b> Provide logically ordered reasons that are supported by facts and details</p> <p><b>1c.</b> Link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically)</p> <p><b>1d.</b> Provide a conclusion related to the opinion presented</p>
<p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p><b>2a.</b> Provide an introduction and organize ideas clearly</p> <p><b>2b.</b> Develop the topic with facts, definitions, and details.</p> <p><b>2c.</b> Using language to link/connect ideas</p> <p><b>2d.</b> Provide a conclusion</p>	<p><b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p><b>2a.</b> Provide a clear introduction; group related information in paragraphs, using headings, illustrations, and multimedia when useful</p> <p><b>2b.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples</p> <p><b>2c.</b> Link ideas within categories of information using words and phrases (e.g., another, for example, also, etc)</p> <p><b>2d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p><b>2e.</b> Provide a conclusion or section related to the information or explanation presented</p>	<p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p><b>2a.</b> Provide a clear introduction; group related information in paragraphs, using headings, illustrations, and multimedia when useful</p> <p><b>2b.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</p> <p><b>2c.</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially)</p> <p><b>2d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p><b>2e.</b> Provide a concluding statement or section related to the information or explanation presented</p>
<p><b>W.3.3</b> Write narratives using effective technique, descriptive details, and clear sequence</p> <p><b>3a.</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p><b>3b.</b> Use dialogue and details to develop the story</p> <p><b>3c.</b> Use temporal words and phrases to signal event order</p> <p><b>3d.</b> Provide a conclusion</p>	<p><b>W.4.3</b> Write narratives using effective technique, descriptive details, and clear sequence of events</p> <p><b>3a.</b> Establish a situation and introduce a narrator and/or characters</p> <p><b>3b.</b> Use dialogue and detailed descriptions to develop the story</p> <p><b>3c.</b> Use a variety of transitional words and phrases to manage the sequence of events</p> <p><b>3d.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely</p> <p><b>3e.</b> Provide a conclusion that follows from the narrated experiences or events</p>	<p><b>W.5.3</b> Write narratives using effective technique, descriptive details, and clear sequence of events</p> <p><b>3a.</b> Establish a situation and introduce a narrator and/or characters; organize event sequence that unfolds naturally</p> <p><b>3b.</b> Use narrative techniques (e.g. dialogue, description, pacing) to develop experiences and events or show how characters respond</p> <p><b>3c.</b> Use a variety of transitional words and phrases to manage the sequence of events</p> <p><b>3d.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely</p> <p><b>3e.</b> Provide a conclusion that follows from the narrated experiences or events</p>

**Production and Distribution of Writing**

Grade 3	Grade 4	Grade 5
<b>W.3.4</b> Produce writing in which the development and organization are appropriate to task and purpose	<b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	<b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
<b>W.3.5</b> Develop and strengthen writing as needed by planning, revising, and editing	<b>W.4.5</b> Develop and strengthen writing as needed by planning, revising, and editing	<b>W.5.5</b> Collaborate to develop and strengthen writing as needed by planning, revising, and editing
<b>W.3.6</b> Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others	<b>W.4.6</b> Conduct research to answer questions, and to build knowledge through investigating multiple aspects of a topic	<b>W.5.6</b> Use technology to produce and publish writing, to collaborate with others, and to demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting

**Research to Build and Present Knowledge**

Grade 3	Grade 4	Grade 5
<b>W.3.7</b> Conduct short research projects that build knowledge about a topic	<b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic	<b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
<b>W.3.8</b> Conduct short research projects that build knowledge about a topic	<b>W.4.8</b> Recall information from experiences or gather information from print and digital sources <i>to serve as evidence</i> ; take notes and categorize information, and provide a list of sources	<b>W.5.8</b> Recall information from experiences or gather information from print and digital sources to serve as evidence; summarize or paraphrase information in notes and finished work, and provide a list of sources
<b>W.3.9</b> Begins in grade 4	<b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research <b>9a.</b> Apply grade 4 reading standards to literature <b>9b.</b> Apply grade 4 reading standards to informational texts	<b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research <b>9a.</b> Apply grade 5 reading standards to literature <b>9b.</b> Apply grade 5 reading standards to informational texts

**Range of Writing**

Grade 3	Grade 4	Grade 5
<b>W.3.10</b> Write routinely for a range of discipline-specific tasks, purposes, and audiences	<b>W.4.10</b> Write routinely (both short-term and long-term) for a range of discipline-specific tasks, purposes, and audiences	<b>W.5.10</b> Write routinely (both short-term and long-term) for a range of discipline-specific tasks, purposes, and audiences

## Speaking and Listening Standards (SL) 3-5

### Comprehension and Collaboration

Grade 3	Grade 4	Grade 5
<p><b>SL.3.1</b> Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others</p> <p><b>1a.</b> Come to discussions prepared and knowledgeable on the topic</p> <p><b>1b.</b> Follow agreed-upon rules for discussions</p> <p><b>1c.</b> ask questions to check for understanding</p> <p><b>1d.</b> Explain their own ideas and understanding in light of the discussion</p>	<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly</p> <p><b>1a.</b> Come to discussions prepared and knowledgeable on the topic; draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p><b>1b.</b> Follow agreed-upon rules for discussions and carry out assigned roles</p> <p><b>1c.</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others</p> <p><b>1d.</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion</p>	<p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly</p> <p><b>1a.</b> Come to discussions prepared and knowledgeable on the topic; draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p><b>1b.</b> Follow agreed-upon rules for discussions and carry out assigned roles</p> <p><b>1c.</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p><b>1d.</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>
<p><b>SL.3.2</b> Determine the main ideas and supporting details from texts, media, or oral presentations</p>	<p><b>SL.4.2</b> Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral)</p>	<p><b>SL.5.2</b> Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral)</p>
<p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail</p>	<p><b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points</p>	<p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence</p>

### Presentation and Knowledge of Ideas

Grade 3	Grade 4	Grade 5
<p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace</p>	<p><b>SL.4.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace</p>	<p><b>SL.5.4</b> Present information about a topic through clear communication using appropriate sequencing, details, and ideas</p>
<p><b>SL.3.5</b> Include digital media and/or visual displays in presentations to emphasize certain facts or details</p>	<p><b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes</p>	<p><b>SL.5.5</b> Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes</p>
<p><b>SL.3.6</b> Identify contexts that call for academic English or informal discourse</p>	<p><b>SL.4.6</b> Distinguish between contexts that call for formal English versus informal discourse; use formal English when appropriate to task and situation</p>	<p><b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate</p>

## Language Standards (L) 3-5

### Conventions of Standard English

Grade 3	Grade 4	Grade 5
<p><b>L.3.1</b> Demonstrate command of conventions of standard English grammar and usage when writing or speaking</p> <p><b>1a.</b> Explain the function of the basic parts of speech and their purpose in particular sentences</p> <p><b>1b.</b> Form and use regular and irregular pronouns</p> <p><b>1c.</b> Use abstract nouns (e.g., childhood)</p> <p><b>1d.</b> Form and use regular and irregular verbs</p> <p><b>1e.</b> Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p> <p><b>1f.</b> Ensure subject-verb and pronoun-antecedent agreement.</p> <p><b>1g.</b> Use comparative and superlative adjectives and adverbs appropriately</p> <p><b>1h.</b> Use coordinating and subordinating conjunctions.</p> <p><b>1i.</b> Produce simple, compound, and complex sentences</p>	<p><b>L.4.1</b> Demonstrate command of conventions of standard English grammar and usage when writing or speaking</p> <p><b>1a.</b> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>)</p> <p><b>1b.</b> Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb tenses</p> <p><b>1c.</b> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions</p> <p><b>1d.</b> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>)</p> <p><b>1e.</b> Form and use prepositional phrases</p> <p><b>1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</p> <p><b>1g.</b> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>)</p>	<p><b>L.5.1</b> Demonstrate command of conventions of standard English grammar and usage when writing or speaking</p> <p><b>1a.</b> Explain the function of conjunctions, prepositions, and interjections</p> <p><b>1b.</b> Form and use the perfect tense (had walked, have walked)</p> <p><b>1c.</b> Use verb tense to convey various times, sequences, states, and conditions</p> <p><b>1d.</b> Recognize and correct inappropriate shifts in verb tense</p> <p><b>1e.</b> Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>)</p>
<p><b>L.3.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</p> <p><b>2a.</b> Capitalize appropriate words in titles</p> <p><b>2b.</b> Use commas in addresses</p> <p><b>2c.</b> Use commas and quotation marks in dialogue</p> <p><b>2d.</b> Form and use possessives</p> <p><b>2e.</b> Use conventional spelling when adding suffixes to base words</p> <p><b>2f.</b> Use spelling patterns and generalizations in writing words</p> <p><b>2g.</b> Consult reference materials as needed to check and correct spellings</p>	<p><b>L.4.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</p> <p><b>2a.</b> Use correct capitalization</p> <p><b>2b.</b> Use commas and quotation marks to mark direct speech and quotations from a text</p> <p><b>2c.</b> Use a comma before a coordinating conjunction in a compound sentence</p> <p><b>2d.</b> Spell grade-appropriate words correctly, consulting references as needed</p>	<p><b>L.5.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</p> <p><b>2a.</b> Use punctuation to separate items in a series</p> <p><b>2b.</b> Use a comma to separate an introductory element from the rest of the sentence</p> <p><b>2c.</b> Use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a question, and to directly address someone</p> <p><b>2d.</b> Use underlining, quotation marks, or italics to indicate titles of works</p> <p><b>2e.</b> Spell grade-appropriate words correctly, consulting references as needed</p>

### Knowledge of Language

Grade 3	Grade 4	Grade 5
<p><b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p><b>3a.</b> Choose words and phrases for effect</p> <p><b>3b.</b> Recognize and observe differences between the conventions of spoken and written Standard English</p>	<p><b>L.4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p><b>3a.</b> Choose words and phrases to convey ideas precisely</p> <p><b>3b.</b> Choose punctuation for effect</p> <p><b>3c.</b> Differentiate between contexts that call for formal English and situations where informal discourse is appropriate</p>	<p><b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p><b>3a.</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style</p> <p><b>3b.</b> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems</p>

Vocabulary Acquisition and Use

Grade 3	Grade 4	Grade 5
<p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using an array of strategies</p> <p><b>4a.</b> Use sentence-level context as a clue to the meaning of a word or phrase</p> <p><b>4b.</b> Determine the meaning of the new word formed when a known prefix is added to a known word</p> <p><b>4c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>)</p> <p><b>4d.</b> Use knowledge of compound words in oral and written expression</p> <p><b>4e.</b> Use digital and printed reference materials to determine the meaning of words and phrases</p>	<p><b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using an array of strategies</p> <p><b>4a.</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase</p> <p><b>4b.</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</p> <p><b>4c.</b> Use digital and printed reference materials to determine the pronunciation and meaning of key words and phrases</p>	<p><b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using an array of strategies</p> <p><b>4a.</b> Use context (e.g., cause/effect) as a clue to the meaning of a word or phrase</p> <p><b>4b.</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</p> <p><b>4c.</b> Use digital and printed reference materials to determine the pronunciation and meaning of key words and phrases</p>
<p><b>L.3.5</b> Explore and discuss word relationships and meanings</p> <p><b>5a.</b> Identify real life connections between words and their use</p> <p><b>5b.</b> Distinguish shades of meaning among closely related verbs and adjectives</p> <p><b>5c.</b> Identify synonyms, antonyms, homophones, and homonyms</p>	<p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <p><b>5a.</b> Explain the meaning of simple simple similes and metaphors in context</p> <p><b>5b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs</p> <p><b>5c.</b> Demonstrate understanding of words by relating them to synonyms, antonyms, homophones, and homonyms</p>	<p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <p><b>5a.</b> Interpret figurative language, including similes and metaphors, in context.</p> <p><b>5b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>5c.</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</p>
<p><b>L.3.6</b> Use words and phrases acquired through responding to texts, including using adjectives and adverbs to describe (e.g. when other kids are happy that makes me happy)</p>	<p><b>L.4.6</b> Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic</p>	<p><b>L.5.6</b> Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>)</p>

## Reading Standards for Literature (RL) 6-8

### Key Ideas and Details

Grade 6	Grade 7	Grade 8
<b>RL.6.1</b> Cite text evidence to support an analysis of what the text says explicitly and when drawing inferences	<b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	<b>RL.8.1</b> Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences
<b>RL.6.2</b> Determine a theme or central idea and explain how it is supported by key details and literary elements; summarize a text	<b>RL.7.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text	<b>RL.8.2</b> Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text
<b>RL.6.3</b> Describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution	<b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)	<b>RL.8.3</b> 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

### Craft and Structure

Grade 6	Grade 7	Grade 8
<b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone	<b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, (includes figurative language and meaning in context); analyze the impact of rhyme and repetition on a specific verse or stanza of a poem, story, or drama	<b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, (includes figurative language and meaning in context); analyze the impact of specific word choices on meaning, tone, and mood including analogies or allusions to other text
<b>RL.6.5</b> 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	<b>RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	<b>RL.8.5</b> 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
<b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text	<b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text	<b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor

### Integration of Knowledge and Ideas

Grade 6	Grade 7	Grade 8
<b>RL.6.7</b> Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject	<b>RL.7.7</b> Analyze the effects of both visual and written techniques to a story, drama, or poem (e.g. lighting, sound, color)	<b>RL.8.7</b> 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
<b>RL.6.8</b> Not Applicable to Literature	<b>RL.7.8</b> Not Applicable to Literature	<b>RL.8.8</b> Not Applicable to Literature
<b>RL.6.9</b> Compare and contrast the approaches to themes and topics in stories in different formats or genres	<b>RL.7.9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period to understand how authors use or alter history	<b>RL.8.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new



## Range of Reading and Level of Text Complexity

Grade 6	Grade 7	Grade 8
<b>RL.6.10</b> Read with purpose and comprehend a variety of genres and formats in the 6-8 text complexity band with scaffolds as necessary	<b>RL.7.10</b> Read with purpose and comprehend a variety of genres and formats in the 6-8 text complexity band with scaffolds as necessary	<b>RL.8.10</b> Read with purpose and comprehend a variety of genres and formats in the 6-8 text complexity band independently and proficiently

## Reading Standards for Informational Text (RI) 6-8

### Key Ideas and Details

Grade 6	Grade 7	Grade 8
<b>RI.6.1</b> Cite text evidence to support an analysis of what the text says explicitly and when making inferences	<b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	<b>RI.8.1</b> Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences
<b>RI.6.2</b> Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	<b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text	<b>RI.8.2</b> Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text
<b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text	<b>RI.7.3</b> Analyze how individuals, events, and ideas are introduced, relate to each other, and are developed	<b>RI.8.3</b> Analyze how individuals, events, and ideas are introduced, relate to each other, and are developed

### Craft and Structure

Grade 6	Grade 7	Grade 8
<b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	<b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, (includes figurative language, technical terms, and meanings in context); analyze the impact of word choice on meaning and tone	<b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, (includes figurative language, technical terms, and meanings in context); analyze the impact of word choice on meaning and tone
<b>RI.6.5</b> Analyze how a sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas	<b>RI.7.5</b> Analyze text structure, including how the major sections contribute to the understanding of the whole document and to the development of themes and ideas	<b>RI.8.5</b> 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
<b>RI.6.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	<b>RI.7.6</b> Analyze how the author distinguishes his or her position from that of others	<b>RI.8.6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints

### Integration of Knowledge and Ideas

Grade 6	Grade 7	Grade 8
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<b>RI.6.7</b> Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject	<b>RI.7.7</b> Compare and contrast how different formats, including print and digital media, portray an event or subject	<b>RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea
<b>RI.6.8</b> Trace and evaluate a text's argument and claims, distinguishing claims that are supported by reasons and evidence from claims that are not	<b>RI.7.8</b> 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	<b>RI.8.8</b> Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced
<b>RI.6.9</b> 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)	<b>RI.7.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts	<b>RI.8.9</b> Analyze two or more texts with conflicting information regarding the same topic and identify where the texts disagree on facts and interpretations

### Range of Reading and Level of Text Complexity

Grade 6	Grade 7	Grade 8
<b>RI.6.10</b> Read with purpose and comprehend a variety of nonfiction texts in the 6-8 text complexity band with scaffolds as necessary	<b>RI.7.10</b> Read with purpose and comprehend a variety of nonfiction texts in the 6-8 text complexity band with scaffolds as necessary	<b>RI.8.10</b> Read with purpose and comprehend a variety of nonfiction texts in the 6-8 text complexity band independently and proficiently

## Writing Standards (W) 6-8

### Text Types and Purposes

Grade 6	Grade 7	Grade 8
<p><b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence</p> <p><b>1a.</b> Introduce claim(s) and organize the reasons and evidence clearly</p> <p><b>1b.</b> Using credible sources, support the claim(s) with clear reasons and relevant evidence</p> <p><b>1c.</b> Use language to connect and clarify the relationship between claim and reason</p> <p><b>1d.</b> Establish and maintain a formal style</p> <p><b>1e.</b> Provide a conclusion</p>	<p><b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence</p> <p><b>1a.</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically</p> <p><b>1b.</b> Using credible sources, support the claim(s) with clear reasons and relevant evidence</p> <p><b>1c.</b> Use language to connect and clarify the relationship between claim, reason, and evidence</p> <p><b>1d.</b> Establish and maintain a formal style</p> <p><b>1e.</b> Provide a conclusion that supports the presented argument</p>	<p><b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence</p> <p><b>1a.</b> Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.</p> <p><b>1b.</b> Using credible sources, support the claim(s) with clear reasons, relevant evidence, and strong understanding of the topic or text</p> <p><b>1c.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</p> <p><b>1d.</b> Establish and maintain a formal style.</p> <p><b>1e.</b> Provide a concluding statement or section that follows from and supports the argument presented</p>
<p><b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>	<p><b>W.7.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>	<p><b>W.8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>

<p><b>2a.</b> Introduce a topic clearly; organize ideas, concepts, and information using strategies (e.g. define, classify, compare/contrast, cause/effect)</p> <p><b>2b.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p> <p><b>2c.</b> Use appropriate transitions to clarify the relationships among ideas and concepts</p> <p><b>2d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p><b>2e.</b> Establish and maintain a formal style</p> <p><b>2f.</b> Provide a concluding statement or section that follows from the information or explanation presented</p>	<p><b>2a.</b> Introduce a topic clearly, organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect</p> <p><b>2b.</b> include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p><b>2c.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>2d.</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>2e.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style</p> <p><b>2f.</b> Provide a logical concluding statement or section that supports the information or explanation presented</p>	<p><b>2a.</b> Introduce a topic clearly and preview what is to follow; organize ideas, concepts, and information into broader categories. Include formatting, graphics, and media when useful</p> <p><b>2b.</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>2c.</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>2d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>2e.</b> Establish and maintain a formal style.</p> <p><b>2f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p><b>W.6.3</b> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing</p> <p><b>3a.</b> Engage the reader by introducing a narrator and/or characters</p> <p><b>3b.</b> Use narrative techniques (e.g. dialogue, description, pacing) to develop experiences, events, and characters</p> <p><b>3c.</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</p> <p><b>3d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events</p> <p><b>3e.</b> Provide a conclusion that follows from the narrated experiences or events</p>	<p><b>W.7.3</b> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and well-structured event sequences</p> <p><b>3a.</b> Engage the reader by establishing context and introducing narrator/character(s) organize a natural and logical event sequence</p> <p><b>3b.</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters</p> <p><b>3c.</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</p> <p><b>3d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p><b>3e.</b> Provide a conclusion that follows from and reflects on the narrated experiences or events</p>	<p><b>W.8.3</b> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and well-structured event sequences</p> <p><b>3a.</b> Engage the reader by establishing context and introducing narrator/character(s); organize a natural and logical event sequence</p> <p><b>3b.</b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters</p> <p><b>3c.</b> 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</p> <p><b>3d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p><b>3e.</b> Provide a conclusion that follows from and reflects on the narrated experiences or events</p>

### Production and Distribution of Writing

Grade 6	Grade 7	Grade 8
<p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p><b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p><b>W.8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>
<p><b>W.6.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p>	<p><b>W.7.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach- focusing on addressing audience and purpose</p>	<p><b>W.8.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach- focusing on addressing audience and purpose</p>
<p><b>W.6.6</b> Use technology to produce and publish writing, to collaborate with others, and to demonstrate sufficient command of keyboarding skills to type a minimum of 3</p>	<p><b>W.7.6</b> Use technology to produce and publish writing, link to and cite sources, collaborate with others, and demonstrate sufficient command of keyboarding skills</p>	<p><b>W.8.6</b> Use technology to produce and publish writing, link to and cite sources, collaborate with others, and demonstrate sufficient command of keyboarding skills</p>

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**Research to Build and Present Knowledge**

Grade 6	Grade 7	Grade 8
<b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	<b>W.7.7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	<b>W.8.7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
<b>W.6.8</b> Assess the credibility of print and digital sources; quote and paraphrase the conclusions of others while avoiding plagiarism by crediting sources	<b>W.7.8</b> Assess the credibility of print and digital sources; quote and paraphrase the conclusions of others while avoiding plagiarism by following a standard format for citation	<b>W.8.8</b> Search effectively for relevant information. Assess the credibility of print and digital sources; quote and paraphrase the conclusions of others while avoiding plagiarism by following a standard format for citation
<b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research <b>9a.</b> Apply grade 6 reading standards to literature <b>9b.</b> Apply grade 6 reading standards to informational texts	<b>W.7.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>9a.</b> Apply grade 7 reading standards to literature <b>9b.</b> Apply grade 7 reading standards to informational texts	<b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>9a.</b> Apply grade 8 reading standards to literature <b>9b.</b> Apply grade 8 reading standards to informational texts

**Range of Writing**

Grade 6	Grade 7	Grade 8
<b>W.6.10</b> Write routinely (both short-term and long-term) for a range of discipline-specific tasks, purposes, and audiences	<b>W.7.10</b> Write routinely (both short-term and long-term) for a range of discipline-specific tasks, purposes, and audiences	<b>W.8.10</b> Write routinely (both short-term and long-term) for a range of discipline-specific tasks, purposes, and audiences

**Speaking and Listening Standards (SL) 6-8**

**Comprehension and Collaboration**

Grade 6	Grade 7	Grade 8
<b>SL.6.1</b> Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on the ideas of others <b>1a.</b> Come to discussions prepared and knowledgeable on the topic; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion <b>1b.</b> Follow rules for academic discussions; set specific goals and deadlines, and define individual roles as needed <b>1c.</b> Pose and respond to specific questions with detail by making comments that contribute to the topic, text, or	<b>SL.7.1</b> Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on the ideas of others <b>1a.</b> Come to discussions prepared and knowledgeable on the topic; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion <b>1b.</b> Follow rules for academic discussions; set and track measurable goals and deadlines, and define individual roles as needed <b>1c.</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on	<b>SL.8.1</b> Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on the ideas of others <b>1a.</b> 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 <b>1b.</b> Follow rules for academic discussions; set and track measurable goals and deadlines, and define individual roles as needed <b>1c.</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and

<p>issue under discussion</p> <p><b>1d.</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</p>	<p>topic as needed.</p> <p><b>1d.</b> Acknowledge new information expressed by others, and, when warranted, modify their own views</p>	<p>ideas</p> <p>1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</p>
<p><b>SL.6.2</b> Interpret information presented in diverse media formats and explain how it contributes to the topic or text under study</p>	<p><b>SL.7.2</b> Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation</p>
<p><b>SL.6.3</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not</p>	<p><b>SL.7.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence</p>	<p><b>SL.8.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced</p>

### Presentation and Knowledge of Ideas

Grade 6	Grade 7	Grade 8
<p><b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</p>	<p><b>SL.7.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</p>	<p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p>
<p><b>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information</p>	<p><b>SL.7.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points</p>	<p><b>SL.8.5</b> Integrate multimedia and visual displays in presentations to clarify information, strengthen claims and evidence, and add interest</p>
<p><b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p><b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p><b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate</p>

### Language Standards (L) 6-8

#### Conventions of Standard English

Grade 6	Grade 7	Grade 8
<p><b>L.6.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</p> <p><b>1a.</b> Ensure pronouns are in the proper form (subjective, objective, possessive)</p> <p><b>1b.</b> Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>)</p> <p><b>1c.</b> Recognize and correct inappropriate shifts in pronoun number and person</p> <p><b>1d.</b> Recognize and correct vague pronouns (i.e., ones)</p>	<p><b>L.7.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</p> <p><b>1a.</b> Explain the function of phrases and clauses and their function in specific sentences</p> <p><b>1b.</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</p> <p><b>1c.</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling</p>	<p><b>L.8.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</p> <p><b>1a.</b> Explain the function of verbals (gerunds, participles, infinitives) and their function in particular sentences</p> <p><b>1b.</b> Form and use verbs in the active and passive voice.</p> <p><b>1c.</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p><b>1d.</b> Recognize and correct inappropriate shifts in verb voice and mood</p>

with unclear or ambiguous antecedents) <b>1e.</b> Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language	modifier	
<b>L.6.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing <b>2a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements <b>2b.</b> Spell correctly	<b>L.7.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing <b>2a.</b> Use a comma to separate two adjectives <b>2b.</b> Spell correctly	<b>L.8.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing <b>2a.</b> Use punctuation to indicate a pause or break <b>2b.</b> Use an ellipsis to indicate an omission <b>2c.</b> Spell correctly

### Knowledge of Language

Grade 6	Grade 7	Grade 8
<b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening <b>3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style <b>3b.</b> Maintain consistency in style and tone	<b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening <b>3a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	<b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening <b>3a.</b> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)

### Vocabulary Acquisition and Use

Grade 6	Grade 7	Grade 8
<b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using an array of strategies <b>4a.</b> Use context as a clue to the meaning of a word or phrase <b>4b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ) <b>4c.</b> Use digital and printed reference materials to determine the pronunciation, meaning, and part of speech of key words and phrases <b>4d.</b> Verify the assumed definition of a word by using reference materials and/or in-text context clues	<b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using an array of strategies <b>4a.</b> Use context as a clue to the meaning of a word or phrase <b>4b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word <b>4c.</b> Use digital and printed reference materials to determine the pronunciation, meaning, and part of speech of key words and phrases <b>4d.</b> Verify the assumed definition of a word by using reference materials and/or in-text context clues	<b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using an array of strategies <b>4a.</b> Use context as a clue to the meaning of a word or phrase <b>4b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word <b>4c.</b> Use digital and printed reference materials to determine the pronunciation, meaning, and part of speech of key words and phrases <b>4d.</b> Verify the assumed definition of a word by using reference materials and/or in-text context clues
<b>L.6.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings <b>5a.</b> Interpret figures of speech (e.g., personification) in context <b>5b.</b> Use the relationship between particular words (e.g.,	<b>L.7.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings <b>5a.</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. <b>5b.</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better	<b>L.8.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings <b>5a.</b> Interpret figures of speech (e.g., verbal irony, puns) in context. <b>5b.</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better

<p>cause/effect, part/whole, item/category) to better understand each of the words</p> <p><b>5c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, thrifty</i>)</p>	<p>understand each of the words.</p> <p><b>5c.</b> Distinguish among the connotations of words with similar definitions (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>)</p>	<p>understand each of the words.</p> <p><b>5c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>)</p>
<p><b>L.6.6</b> 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</p>	<p><b>L.7.6</b> 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</p>	<p><b>L.8.6</b> Accurately use grade-appropriate general academic and domain-specific words and phrases; apply vocabulary knowledge when reading words or phrases important to comprehension or expression</p>