

PK-2 Next Generation ELA Standards at a Glance

PK-2 Reading Standards (Literary and Informational Text)

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Key Ideas and Details

PK	K	1	2
PKR1: Participate in discussions about a text.	KR1: Develop and answer questions about a text.	1R1: Develop and answer questions about key ideas and details in a text.	2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text.
PKR2: Retell stories or share information from a text.	KR2: Retell stories or share key details from a text.	1R2: Identify a main topic or central idea in a text and retell important details.	2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text.
PKR3: Develop and answer questions about characters, major events, and pieces of information in a text.	KR3: Identify characters, settings, major events in a story, or pieces of information in a text.	1R3: Describe characters, settings, and major events in a story, or pieces of information in a text.	2R3: In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections among ideas, concepts, or a series of events.

Craft and Structure

PK	K	1	2
PKR4: Exhibit an interest in learning new vocabulary.	KR4: Identify specific words that express feelings and senses.	1R4: Identify specific words that express feelings and senses.	2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses.
PKR5: Interact with a variety of genres.	KR5: Identify literary and informational texts.	1R5: Identify a variety of genres and explain major differences between literary texts and informational texts.	2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.
PKR6: Describe the role of an author and illustrator.	KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text.	1R6: Describe how illustrations and details support the point of view or purpose of the text.	2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text.

Integration of Knowledge and Ideas

PK	K	1	2
PKR7: Describe the relationship between illustrations and the text.	KR7: Describe the relationship between illustrations and the text.	1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics.	2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.
<i>Begins in Kindergarten</i>	KR8: Identify specific information to support ideas in a text.	1R8: Identify specific information an author or illustrator gives that supports ideas in a text.	2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons.
PKR9: Make connections between self, text, and the world.	KR9: Make connections between self, text, and the world.	1R9: Make connections between self and text (texts and other people/world).	2R9: Make connections between self and text (texts and other people/world).

PK-2 Reading Standards (Foundational Skills)

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Print Concepts

PK	K	1	2
<p>PKRF1: Demonstrate understanding of the organization and basic features of print.</p> <p>PKRF1a: Recognize that words are read from left to right, top to bottom and page to page.</p> <p>PKRF1b: Recognize that spoken words are represented in written language.</p> <p>PKRF1c: Understand that words are separated by spaces in print.</p> <p>PKRF1d: Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.</p> <p>PKRF1e: Recognize that letters are grouped to form words.</p> <p>PKRF1f: Differentiate letters from numerals.</p> <p>PKRF1g: Identify front cover and back cover.</p>	<p>KRF1: Demonstrate understanding of the organization and basic features of print.</p> <p>KRF1a: Follow words from left to right, top to bottom, and page by page.</p> <p>KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>KRF1c: Understand that words are separated by spaces in print.</p> <p>KRF1d: Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>KRF1e: Identify the front cover, back cover, and title page of a book.</p>	<p>1RF1: Demonstrate understanding of the organization and basic features of print.</p> <p>1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><i>Print Concept Standards are addressed in Prekindergarten – Grade 1. Please see preceding grades for more information.</i></p>

Phonological Awareness

PK	K	1	2
<p>PKRF2: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>PKRF2a: Begin to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays).</p> <p>PKRF2b: Begin to recognize individual syllables within spoken words (e.g. cup cake, base ball).</p> <p>PKRF2c: Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map).</p>	<p>KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>KRF2a: Recognize and produce spoken rhyming words.</p> <p>KRF2b: Blend and segment syllables in spoken words.</p> <p>KRF2c: Blend and segment onsets and rimes of spoken words.</p> <p>KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words.</p> <p>KRF2e: Create new words by manipulating the phonemes orally in one-syllable words.</p>	<p>1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>1RF2a: Count, blend and segment single syllable words that include consonant blends.</p> <p>1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.</p> <p>1RF2c: Manipulate individual sounds (phonemes) in single-syllable spoken words.</p>	<p><i>Phonological Awareness Standards are addressed in Prekindergarten – Grade 1. Please see preceding grades for more information.</i></p>

PK-2 Reading Standards (Foundational Skills, continued)

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Phonics and Word Recognition

PK	K	1	2
<p>PKRF3: Demonstrate emergent phonics and word analysis skills.</p> <p>PKRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p>	<p>KRF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.</p> <p>KRF3b: Decode short vowel sounds with common spellings.</p> <p>KRF3c: Decode some regularly spelled one-syllable words.</p> <p>KRF3d: Read common high-frequency words by sight.</p>	<p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th).</p> <p>1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams).</p> <p>1RF3c: Decode regularly spelled one-syllable words.</p> <p>1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.</p> <p>1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).</p> <p>1RF3g: Read most common high-frequency words by sight.</p>	<p>2RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).</p> <p>2RF3b: Decode short and long vowel sounds in two-syllable words.</p> <p>2RF3c: Decode regularly spelled two-syllable words.</p> <p>2RF3d: Recognize and identify root words and common suffixes and prefixes.</p> <p>2RF3e: Read all common high-frequency words by sight.</p>

Fluency

PK	K	1	2
<p>PKRF4: Displays emergent reading behaviors with purpose and understanding.</p>	<p>KRF4: Will engage with emergent-reader texts and read-alouds to demonstrate comprehension.</p>	<p>1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.</p> <p>1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

PK-2 Writing Standards

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade Writing introductions for information regarding production and range of writing.

Text Types and Purposes

PK	K	1	2
PKW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.	KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.	1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.	2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. <i>Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. (See Standards for examples.)</i>
PKW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.	KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.	1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.	2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.
PKW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.	KW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.	1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.	2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.
PKW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).	KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).	1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).	2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
W5: <i>Begins in Grade 4</i>	W5: <i>Begins in Grade 4</i>	W5: <i>Begins in Grade 4</i>	W5: <i>Begins in Grade 4</i>

Research to Build and Present Knowledge

PK	K	1	2
PKW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.	KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.	1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.	2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.
PKW7: Engage in a discussion using gathered information from experiences or provided resources.	KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).	1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.	2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.

PK-2 Speaking and Listening Standards

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Comprehension and Collaboration

PK	K	1	2
<p>PKSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <p>PKSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.</p> <p>PKSL1b: Participate in conversations through multiple exchanges.</p> <p>PKSL1c: Consider individual differences when communicating with others.</p>	<p>KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <p>KSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.</p> <p>KSL1b: Participate in conversations through multiple exchanges.</p> <p>KSL1c: Consider individual differences when communicating with others.</p>	<p>1SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <p>1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.</p> <p>1SL1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>1SLc: Ask questions to clear up any confusion about topics and texts under discussion.</p> <p>1SLd: Consider individual differences when communicating with others.</p>	<p>2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <p>2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.</p> <p>2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.</p> <p>2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.</p> <p>2SL1d: Consider individual differences when communicating with others.</p>
<p>PKSL2: Interact with diverse formats and texts.</p>	<p>KSL2: Participate in a conversation about features of diverse texts and formats.</p>	<p>1SL2: Develop and answer questions about key details in diverse texts and formats.</p>	<p>2SL2: Recount or describe key ideas or details of diverse texts and formats.</p>
<p>PKSL3: Identify the speaker.</p>	<p>KSL3: Develop and answer questions to clarify what the speaker says.</p>	<p>1SL3: Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.</p>	<p>2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).</p>

Presentation of Knowledge and Ideas

PK	K	1	2
<p>PKSL4: Describe familiar people, places, things, and events.</p>	<p>KSL4: Describe familiar people, places, things, and events with detail.</p>	<p>1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.</p>	<p>2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<p>PKSL5: Create a visual display.</p>	<p>KSL5: Create and/or utilize existing visual displays to support descriptions.</p>	<p>1SL5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.</p>	<p>2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.</p>
<p>PKSL6: Express thoughts, feelings, and ideas.</p>	<p>KSL6: Express thoughts, feelings, and ideas.</p>	<p>1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.</p>	<p>2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.</p>

PK-2 Language Standards

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Conventions of Academic English/Language for Learning

	PK-2 (Students are expected to know and be able to use these skills by the end of 2 nd grade.)
Anchor Standard 1 (PK-2L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*	CORE CONVENTIONS SKILLS <ul style="list-style-type: none"> Print upper- and lowercase letters in their name → Print many letters → Print all upper- and lowercase letters. Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. Use common, proper, and possessive nouns. Use collective nouns (e.g., group). Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). Understand and use interrogatives (question words – e.g., who, what where, when, why, how). Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves). Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use frequently occurring adjectives. → Use adjectives and adverbs appropriately. Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally). Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
Anchor Standard 2 (PK-2L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*	CORE PUNCTUATION and SPELLING SKILLS <ul style="list-style-type: none"> Attempt to write symbols or letters to represent words. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy). Write a letter or letters for most consonant and short-vowel sounds (phonemes). Consult reference materials as needed to check and correct spellings. Recognize and name end punctuation. → Use end punctuation for sentences. Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays. Use commas in dates and to separate words in a series. → Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives.

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

Knowledge of Language

PK	K	1	2
Begins in Grade 2	Begins in Grade 2	Begins in Grade 2	2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 2L3a: Compare academic and conversational uses of English.

PK-2 Language Standards (continued)

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Vocabulary Acquisition and Use

PK	K	1	2
<p>PKL4: Explore and use new vocabulary in child-centered, authentic, play-based experiences.</p>	<p>KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:</p> <p>KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>KL4b: Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of a word.</p>	<p>1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>1L4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>1L4b: Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>1L4c: Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</p>	<p>2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>2L4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>2L4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>2L4c: 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>2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p>
<p>PKL5: Explore and discuss word relationships and word meanings.</p> <p>PKL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p> <p>PKL5b: Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., <i>hot/cold</i>).</p> <p>PKL5c: Use words to identify and describe the world around them.</p>	<p>KL5: Explore and discuss word relationships and word meanings.</p> <p>KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p> <p>KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are <i>colorful</i>).</p> <p>KL5d: Explore variations among verbs that describe the same general action (e.g., <i>walk</i>, <i>march</i>, <i>gallop</i>) by acting out the meanings.</p>	<p>1L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>1L5b: Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>1L5c: Use words for identification and description, making connections between words and their use (e.g., places at home that are <i>cozy</i>).</p> <p>1L5d: Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>2L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>2L5a: Identify real-life connections between words and their use.</p> <p>2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>2L5c: Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>
<p>PKL6: Use words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.</p>	<p>KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy.</i>).</p>

3-5 Next Generation ELA Standards at a Glance

3-5 Reading Standards (Literary and Informational Text)

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Key Ideas and Details

3	4	5
3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.	4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.	5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.	5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.
3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.	4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.	5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.

Craft and Structure

3	4	5
3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words.	4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words.	5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.
3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension.	4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.	5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.
3R6: Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text.	4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic.	5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. In informational texts, 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

3	4	5
3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).	4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text.	5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.
3R8: Explain how claims in a text are supported by relevant reasons and evidence.	4R8: Explain how claims in a text are supported by relevant reasons and evidence.	5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.
3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	5R9: Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.

3-5 Reading Standards (Foundational Skills)

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Print Concepts and Phonological Awareness

Standards are addressed in PK-Grade 1. Please see preceding grades for more information.

Phonics and Word Recognition

3	4	5
<p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3a: Identify and know the meaning of the most common prefixes and suffixes.</p> <p>3RF3b: Decode multi-syllabic words.</p> <p>3RF3c: Identify, know the meanings of, and decode words with suffixes.</p> <p>3RF3d: Recognize and read grade-appropriate irregularly spelled words.</p>	<p>4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>4RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>5RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>

Fluency

3	4	5
<p>3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>4RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>5RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

3-5 Writing Standards

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [3rd](#), [4th](#), and [5th](#) grade Writing introductions for information regarding production and range of writing.

Text Types and Purposes

3	4	5
<p>3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.</p> <p>3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically.</p> <p>3W1b: Use precise language and content-specific vocabulary.</p> <p>3W1c: Use linking words and phrases to connect ideas within categories of information.</p> <p>3W1d: Provide a concluding statement or section.</p>	<p>4W1: Write an argument to support claim(s), using clear reasons and relevant evidence.</p> <p>4W1a: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.</p> <p>4W1b: Use precise language and content-specific vocabulary.</p> <p>4W1c: Use transitional words and phrases to connect ideas within categories of information.</p> <p>4W1d: Provide a concluding statement or section related to the argument presented.</p>	<p>5W1: Write an argument to support claims with clear reasons and relevant evidence.</p> <p>5W1a: Introduce a precise claim and organize the reasons and evidence logically.</p> <p>5W1b: Provide logically ordered reasons that are supported by facts and details from various sources.</p> <p>5W1c: Use precise language and content-specific vocabulary while writing an argument.</p> <p>5W1d: Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.</p> <p>5W1e: Provide a concluding statement or section related to the argument presented.</p> <p>5W1f: Maintain a style and tone appropriate to the writing task.</p>
<p>3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>3W2a: Introduce a topic and organize related information together.</p> <p>3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.</p> <p>3W2c: Use precise language and content-specific vocabulary.</p> <p>3W2d: Use linking words and phrases to connect ideas within categories of information.</p> <p>3W2e: Provide a concluding statement or section.</p>	<p>4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>4W2a: Introduce a topic clearly and organize related information in paragraphs and sections.</p> <p>4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.</p> <p>4W2c: Use precise language and content-specific vocabulary.</p> <p>4W2d: Use transitional words and phrases to connect ideas within categories of information.</p> <p>4W2e: Provide a concluding statement or section related to the information or explanation presented.</p>	<p>5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>5W2a: Introduce a topic clearly, provide a general focus, and organize related information logically.</p> <p>5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.</p> <p>5W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>5W2d: Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.</p> <p>5W2e: Provide a concluding statement or section related to the information or explanation presented.</p> <p>5W2f: Establish a style aligned to a subject area or task.</p>

3-5 Writing Standards (continued)

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [3rd](#), [4th](#), and [5th](#) grade Writing introductions for information regarding production and range of writing.

Text Types and Purposes (continued)

3	4	5
<p>3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>3W3a: Establish a situation and introduce a narrator and/or characters.</p> <p>3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3W3c: Use temporal words and phrases to signal event order.</p> <p>3W3d: Provide a conclusion.</p>	<p>4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>4W3a: Establish a situation and introduce a narrator and/or characters.</p> <p>4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events to show the responses of characters to situations.</p> <p>4W3c: Use transitional words and phrases to manage the sequence of events.</p> <p>4W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>4W3e: Provide a conclusion that follows from the narrated experiences or events.</p>	<p>5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>5W3a: Establish a situation and introduce a narrator and/or characters.</p> <p>5W3b: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p> <p>5W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5W3e: Provide a conclusion that follows from the narrated experiences or events.</p>
<p>3W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).</p>	<p>4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.</p>	<p>5W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.</p>
<p><i>Begins in Grade 4.</i></p>	<p>4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.</p>	<p>5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.</p>

Research to Build and Present Knowledge

3	4	5
<p>3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.</p>	<p>4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.</p>	<p>5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p>
<p>3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.</p>	<p>5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p>

3-5 Speaking and Listening Standards

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Comprehension and Collaboration

3	4	5
<p>3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.</p> <p>3SL1a: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.</p> <p>3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.</p> <p>3SL1d: Explain their own ideas and understanding of the discussion.</p> <p>3SL1e: Consider individual differences when communicating with others.</p>	<p>4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.</p> <p>4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.</p> <p>4SL1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.</p>	<p>5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>5SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.</p> <p>5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>5SL1d: Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.</p>
<p>3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).</p>	<p>4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).</p>	<p>5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).</p>
<p>3SL3: Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail.</p>	<p>4SL3: Identify and evaluate reasons and evidence a speaker provides to support particular points.</p>	<p>5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.</p>

Presentation of Knowledge and Ideas

3	4	5
<p>3SL4: 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>4SL4: 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 and volume appropriate for audience.</p>	<p>5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.</p>
<p>3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details.</p>	<p>4SL5: Include digital media and/or visual displays in presentations to emphasize central ideas or themes.</p>	<p>5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.</p>
<p>3SL6: Identify contexts that call for academic English or informal discourse.</p>	<p>4SL6: Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.</p>	<p>5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p>

3-5 Language Standards

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Conventions of Academic English/Language for Learning

Grades 3-5 (Students are expected to know and be able to use these skills by the end of 5 th grade.)	
Anchor Standard 1 (3-5L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*	CORE CONVENTION SKILLS <ul style="list-style-type: none"> • Produce simple, compound, and complex sentences. • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. • Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). • Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. • Form and use regular and irregular plural nouns. • Use abstract nouns. • Form and use regular and irregular verbs. • Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). • Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). • Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). • Use verb tense to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Ensure subject-verb and pronoun-antecedent agreement. • Use coordinating and subordinating conjunctions. • Use and identify prepositional phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words (e.g., to, too, two; there, their).
Anchor Standard 2 (3-5L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*	CORE PUNCTUATION and SPELLING SKILLS <ul style="list-style-type: none"> • Capitalize appropriate words in titles. • Use correct capitalization. • Use commas in addresses. • Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text. • Use a comma before a coordinating conjunction in a compound sentence. • Use a comma to separate an introductory element from the rest of the sentence. • Use punctuation to separate items in a series. • Form and use possessives. • Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). • Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed. <p>Use quotation marks or italics to indicate titles of works.</p>

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

3-5 Language Standards (continued)

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Knowledge of Language

3	4	5
<p>3L3: Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.</p> <p>3L3a: Choose words and phrases for effect.</p> <p>3L3b: Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>4L3a: Choose words and phrases to convey ideas precisely.</p> <p>4L3b: Choose punctuation for effect.</p> <p>4L3c: Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).</p>	<p>5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>5L3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5L3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>

Vocabulary Acquisition and Use

3	4	5
<p>3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to:</p> <p>3L4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>3L4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p> <p>3L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>3L4d: Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p>	<p>4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>5L4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>5L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p>3L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>3L5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>3L5b: Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or <i>helpful</i>).</p> <p>3L5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p>4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>4L5a: Explain the meaning of simple similes and metaphors in context.</p> <p>4L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>4L5c: Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>	<p>5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5L5a: Interpret figurative language, including similes and metaphors, in context.</p> <p>5L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5L5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
<p>3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went out for dessert</i>).</p>	<p>4L6: Acquire and accurately use general academic and content-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 (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>5L6: Acquire and accurately use general academic and content-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>, <i>moreover</i>, <i>in addition</i>).</p>

6-8 Next Generation ELA Standards at a Glance

6-8 Reading Standards (Literary and Informational Text)

Review the [6th](#), [7th](#), and [8th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#) for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Key Ideas and Details

6	7	8
6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.	7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.	8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.
RH 1 (6-8): Cite specific textual evidence to support analysis of primary and secondary sources.		
RST 1 (6-8): Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.		
6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.	7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.	8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.
RH2 (6-8): Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.		
RST2 (6-8): Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.		
6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.	7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.	8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.
RH3 (6-8): Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).		
RST3 (6-8): Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.		

Craft and Structure

6	7	8
6R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.	7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.	8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
RH4 (6-8): Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.		
RST4 (6-8): Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.		
6R5: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot. In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas.	7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas.	8R5: In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea.
RH5 (6-8): Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).		
RST5 (6-8): Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.		

6-8 Reading Standards (Literary and Informational Text, *continued*)

Review the [6th](#), [7th](#), and [8th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#) for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Craft and Structure (*continued*)

6	7	8
6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. In informational texts, explain how an author's geographic location or culture affects his or her perspective.	7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. In informational texts, analyze how the author distinguishes his or her position from that of others.	8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. In informational texts, analyze how the author addresses conflicting evidence or viewpoints.
RH6 (6-8): Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).		
RST6 (6-8): Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.		

Integration of Knowledge and Ideas

6	7	8
6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.	7R7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject.	8R7: Evaluate the advantages and disadvantages of using different media – text, audio, video, stage, or digital – to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text.
RH7 (6-8): Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.		
RST7 (6-8): Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).		
6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.	7R8: Trace and evaluate the development of 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.	8R8: 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.
RH8 (6-8): Distinguish among fact, opinion, and reasoned judgment in a text. Identify and distinguish between a primary and secondary source on the same topic.		
RST8 (6-8): For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.		
6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	7R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
RH9 (6-8): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RST9 (6-8): Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.		

6-8 Writing Standards

Review the [6th](#), [7th](#), and [8th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#) for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities. Review the [6th](#), [7th](#), and [8th](#) grade writing introductions in the Next Generation Learning Standards for information regarding production and range of writing.

Text Types and Purposes

6	7	8
<p>6W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>6W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p> <p>6W1b: Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p>6W1c: Use precise language and content-specific vocabulary to argue a claim.</p> <p>6W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>6W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>6W1f: Maintain a style and tone appropriate to the writing task.</p>	<p>7W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>7W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p> <p>7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p>7W1c: Use precise language and content-specific vocabulary to argue a claim.</p> <p>7W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>7W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>7W1f: Maintain a style and tone appropriate to the writing task.</p>	<p>8W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>8W1a: Introduce precise claim(s), acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.</p> <p>8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p>8W1c: Use precise language and content-specific vocabulary to argue a claim.</p> <p>8W1d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>8W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>8W1f: Maintain a style and tone appropriate to the writing task.</p>
<p>WHST 1 (6-8): Write arguments focused on discipline-specific content.</p> <p>WHST 1a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST 1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.</p> <p>WHST 1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, and evidence.</p> <p>WHST 1d: Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.</p> <p>WHST 1e: Provide a concluding statement or section that follows from and supports the argument presented.</p>		
<p>6W2: 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>6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p>6W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>6W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>6W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>6W2e: Provide a concluding statement or section that explains the significance of the information presented.</p> <p>6W2f: Establish and maintain a style appropriate to the writing task.</p>	<p>7W2: 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>7W2a: 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.</p> <p>7W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>7W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>7W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>7W2e: Provide a concluding statement or section that explains the significance of the information presented.</p> <p>7W2f: Establish and maintain a style appropriate to the writing task.</p>	<p>8W2: 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>8W2a: 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.</p> <p>8W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>8W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>8W2d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>8W2e: Provide a concluding statement or section that explains the significance of the information presented.</p> <p>8W2f: Establish and maintain a style appropriate to the writing task.</p>
<p>WHST 2 (6-8): Write informative/explanatory text focused on discipline-specific content.</p> <p>WHST 2a: Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.</p> <p>WHST 2b: Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.</p> <p>WHST 2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST 2d: Use precise language and content-specific vocabulary to inform and/or to explain the topic.</p> <p>WHST 2e: Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.</p>		

6-8 Writing Standards (continued)

Review the [6th](#), [7th](#), and [8th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#) for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities. Review the [6th](#), [7th](#), and [8th](#) grade writing introductions in the Next Generation Learning Standards for information regarding production and range of writing.

Text Types and Purposes (continued)

6	7	8
<p>6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.</p> <p>6W3a: Engage the reader by introducing a narrator and/or characters.</p> <p>6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p> <p>6W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>6W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.</p> <p>7W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.</p> <p>7W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p> <p>7W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>7W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>7W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.</p> <p>8W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.</p> <p>8W3b: Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</p> <p>8W3c: Use a variety of transitional 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>8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>8W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
WHST 3 (6-8): Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.		
<p>6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p>7W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p>8W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.</p>
WHST 4 (6-8): Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.		

Research to Build and Present Knowledge

6	7	8
<p>6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.</p>	<p>7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.</p>	<p>8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable.</p>
WHST 5 (6-8): Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		
<p>6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.</p>	<p>7W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.</p>	<p>8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.</p>
WHST 6 (6-8): Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.		
<p>6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.</p>	<p>7W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p>	<p>8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p>
WHST 7 (6-8): Draw evidence from informational texts to support analysis, reflection, and research.		

6-8 Speaking and Listening Standards

Review the [6th](#), [7th](#), and [8th](#) grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Comprehension and Collaboration

6	7	8
<p>6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>6SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>6SL1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>7SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>7SL1b: Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>7SL1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>7SL1d: Acknowledge new information expressed by others and, when warranted, modify personal views.</p>	<p>8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>8SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>8SL1b: Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>8SL1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>8SL1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.</p>
<p>6SL2: Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.</p>	<p>7SL2: Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study.</p>	<p>8SL2: Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p>6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>7SL3: Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.</p>	<p>8SL3: Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.</p>

Presentation of Knowledge and Ideas

6	7	8
<p>6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.</p>	<p>7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.</p>	<p>8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.</p>
<p>6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.</p>	<p>7SL5: Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>8SL5: Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.</p>
<p>6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

6-8 Language Standards

Review the [6th](#), [7th](#), and [8th](#) grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Conventions of Academic English/Language for Learning

Anchor Standard 1 (6-8L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*	Anchor Standard 2 (6-8L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*
CORE CONVENTION SKILLS (Grades 6-8) <ul style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, and possessive). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct pronouns that have unclear or ambiguous antecedents. Explain the function of phrases and clauses in general, as well as in specific sentences. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Explain the function of verbals (gerunds, participles, infinitives). Form and use verbs in the active and passive voice. Recognize and correct inappropriate verb shifts. 	CORE PUNCTUATION and SPELLING SKILLS (Grades 6-8) <ul style="list-style-type: none"> Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission.

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

Knowledge of Language

6	7	8
6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 6L3a: Vary sentence patterns for meaning, reader/listener interest, and style. 6L3b: Maintain consistency in style and tone.	7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 7L3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 8L3a: 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).

6-8 Language Standards (continued)

Review the [6th](#), [7th](#), and [8th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Vocabulary Acquisition and Use

6	7	8
<p>6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>6L4a: 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.</p> <p>6L4b: 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>).</p> <p>6L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>6L4d: 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).</p>	<p>7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>7L4a: 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.</p> <p>7L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>7L4c: 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.</p> <p>7L4d: 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).</p>	<p>8L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>8L4a: 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.</p> <p>8L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>8L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>8L4d: 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).</p>
<p>6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6L5a: Interpret figurative language, including personification, in context.</p> <p>6L5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>6L5c: Distinguish among the connotations of words with similar denotations (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>7L5a: Interpret figurative language, including allusions, in context.</p> <p>7L5b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>7L5c: Distinguish among the connotations of words with similar denotations (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<p>8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>8L5a: Interpret figures of speech including irony and puns in context.</p> <p>8L5b: Use the relationship between particular words to better understand each of the words.</p> <p>8L5c: Distinguish among the connotations of words with similar denotations (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>
<p>6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>7L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>8L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

9-12 Next Generation ELA Standards at a Glance

9-12 Reading Standards (Literary and Informational Text)

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Key Ideas and Details

9-10	11-12
9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.	11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.
RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.	RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.	RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.	11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.
RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.	RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RST2: Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.	RST2: Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.	11-12R3: In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.
RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	RH3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RST3: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.	RST3: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

9-12 Reading Standards (Literary and Informational Text, continued)

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Craft and Structure

9-10	11-12
9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres.	11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.
RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.	RH4: Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).	RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections.	11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.
RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).	RH5: Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
RST5: Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.	RST5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).	11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).
RH6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	RH6: Evaluate authors' points of view on the same historical events or issue by assessing the authors' claims, reasoning, and evidence.
RST6: Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.	RST6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

9-12 Reading Standards (Literary and Informational Text, continued)

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Integration of Knowledge and Ideas

9-10	11-12
9-10R7: Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject/content or key scene in two different formats, examine the differences between a historical novel and a documentary).	11-12R7: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem.
RH7: Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RST7: Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.	RST7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.	11-12R8: Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient.
RH8: Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RH8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
RST8: Assess the extent to which the reasoning and evidence in a source support the author's claim or a recommendation for solving a scientific or technical problem.	RST8: Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
RH9: Compare and contrast treatments of the same topic in several primary and secondary sources.	RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RST9: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	RST9: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

9-12 Writing Standards

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [9th-10th](#) and [11th-12th](#) grade writing introductions for information regarding production and range of writing.

Text Types and Purposes

9-10	11-12
<p>9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.</p> <p>9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.</p> <p>9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>9-10W1f: Maintain a style and tone appropriate to the writing task.</p>	<p>11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p>11-12W1b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.</p> <p>11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.</p> <p>11-12W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>11-12W1f: Maintain a style and tone appropriate to the writing task.</p>
<p>WHST1: Write arguments focused on discipline-specific content.</p> <p>WHST1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST1b: Develop claim(s) and counterclaims objectively, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST1d: Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p> <p>WHST1e: Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST1: Write arguments focused on discipline-specific content.</p> <p>WHST1a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST1b: Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST1c: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST1d: Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p> <p>WHST1e: Provide a concluding statement or section that follows from or supports the argument presented.</p>

9-12 Writing Standards (continued)

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [9th-10th](#) and [11th-12th](#) grade writing introductions for information regarding production and range of writing.

Text Types and Purposes (continued)

9-10	11-12
<p>9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p>9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience’s knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.</p> <p>9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p>9-10W2e: Provide a concluding statement or section that explains the significance of the information presented.</p> <p>9-10W2f: Establish and maintain a style appropriate to the writing task.</p>	<p>11-12W2: 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.</p> <p>11-12W2a: Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p> <p>11-12W2b: Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience’s knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.</p> <p>11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p>11-12We: Provide a concluding statement or section that explains the significance of the information presented.</p> <p>11-12W2f: Establish and maintain a style appropriate to the writing task.</p>
<p>WHST2: Write informative/explanatory text focused on discipline-specific content.</p> <p>WHST2a: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.</p> <p>WHST2b: Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>WHST2c: Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST2d: Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.</p> <p>WHST2e: Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p>	<p>WHST2: Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.</p> <p>WHST2a: Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.</p> <p>WHST2b: Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>WHST2c: Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>WHST2d: Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.</p> <p>WHST2e: Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p>

9-12 Writing Standards (continued)

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [9th-10th](#) and [11th-12th](#) grade writing introductions for information regarding production and range of writing.

Text Types and Purposes (continued)

9-10	11-12
<p>9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>9-10W3a: Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p> <p>9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.</p> <p>9-10W3c: Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.</p> <p>9-10W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>9-10W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>11-12W3a: Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p> <p>11-12W3b: Use narratives techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.</p> <p>11-12W3c: Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>11-12W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</p> <p>11-12W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
WHST3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.	WHST3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
9-10W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.	11-12W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.
WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.	WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.	11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.
WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-12 Writing Standards (continued)

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions, as well as the [Learning Standards for Literacy \(6-12\)](#), for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [9th-10th](#) and [11th-12th](#) grade writing introductions for information regarding production and range of writing.

Research to Build and Present Knowledge

9-10	11-12
9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.	11-12W6: Conduct research through self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.
WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9-10W7: Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.	11-12W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.
WHST7: Draw evidence from informational texts to support analysis, reflection, and research.	WHST7: Draw evidence from informational texts to support analysis, reflection, and research.

9-12 Speaking and Listening Standards

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Comprehension and Collaboration

9-10	11-12
<p>9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>9-10SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.</p> <p>9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions.</p> <p>9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>11-12SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>11-12SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.</p> <p>11-12SL1c: Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>11-12SL1d: 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.</p>
<p>9-10SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.</p>	<p>11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.</p>
<p>9-10SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.</p>

Presentation of Knowledge and Ideas

9-10	11-12
<p>9-10SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p>11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.</p>
<p>9-10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</p>	<p>11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</p>
<p>9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>

9-12 Language Standards

Review the [9th-10th](#) and [11th-12th](#) grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Conventions of Academic English/Language for Learning (Students are expected to know and be able to use these skills by the end of 12th grade.)

Anchor Standard 1 (9-12L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*	Anchor Standard 2 (9-12L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*
CORE CONVENTION SKILLS (Grades 9-12) <ul style="list-style-type: none"> Use parallel structure. Use various types or phrases and clauses to add variety and interest to writing or presentations. Understand that usage is a matter of convention that can change over time. Resolve issues of complex or contested usage, consulting references as needed. 	CORE PUNCTUATION and SPELLING SKILLS (Grades 9-12) <ul style="list-style-type: none"> Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing. Use a semicolon to link two or more closely related independent clauses. Use a colon to introduce a list or quotation.

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

Knowledge of Language

9-10	11-12
9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.	11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 11-12L3a: Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

9-10	11-12
9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 9-10L4a: 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. 9-10L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). 9-10L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. 9-10L4d: 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).	11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 11-12L4a: 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. 11-12L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). 11-12L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. 11-12L4d: 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).
9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 9-10L5a: Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text. 9-10L5b: Analyze nuances in the meaning of words with similar denotations.	11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 11-12L5a: Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text. 11-12L5b: Analyze nuances in the meaning of words with similar denotations.
9-10L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.