

MIDDLE SCHOOL ENGLISH

Ms. Sneed

COMMUNICATION

with the teacher

- 1 sneedr@cocke.k12.tn.us
- 2 Class Dojo App

English Language Arts
CLASS GRADING SCALE

25
percent

Quizzes

Daily Work

20
percent

40
percent

Tests

Reading
Workshop

15
percent

ELA *units* (in addition to Amplify)

- Red Scarf
- Phineas Gage
- Select Edgar Allan Poe
- The Diary of Anne Frank
- The Hunger Games
- TCAP Review/Hidden Figures
Young Readers Edition

CLASSROOM MATERIALS

To be successful

TWO
COMPOSITION
NOTEBOOKS

COLORED
PENCILS,
MARKERS,
CRAYONS

HIGH-
LIGHTERS

PENCILS
AND PENS

STICKY
NOTES

Tape or
Glue
sticks

Classroom Rules

- 1 Be Kind
- 2 Be Responsible
- 3 Work Hard

Social Studies *units*

- 1 Middle Ages: Asia
- 2 Middle Ages: Byzantine Empire and Africa
- 3 Middle Ages: Europe
- 4 Modern Europe and the European Renaissance
- 5 Indigenous Americans and the Age of Exploration

GRAMMAR, VOCABULARY, SPELLING, & PHRASES

taught and reviewed daily.

East Asia: 400-1500s CE

Overview: Students will analyze the geographic, political, economic, and cultural structures of China and Japan.

Standard Number	Content Standard	Content Strand
7.01	Identify and locate the geographical features of East Asia, including: - China - Gobi Desert - Himalayan Mountains - Japan - Korean Peninsula - Pacific Ocean - Plateau of Tibet - Sea of Japan (East Sea) - Yangtze River - Yellow River	G
7.02	Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs.	C, G, H, P
7.03	Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song.	C, E, G, H, P
7.04	Examine the rise of the Mongol Empire, including the conquests of Genghis Khan.	C, G, H, P
7.05	Describe Kublai Khan's conquest of China, and explain how he was able to maintain control of the Yuan Empire.	C, G, H, P
7.06	Summarize the effects of the Mongolian empires on the Silk Roads, including the importance of Marco Polo's travels on the spread of Chinese technology and Eurasian trade.	C, E, G, H
7.07	Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He's sea voyages.	C, E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

Standard Number	Content Standard	Content Strand
7.08	Describe the origins and central features of Shintoism: • Key Person(s): None • Sacred Texts: No sacred text • Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism and Kami	C, G, H, P
7.09	Explain how Japanese culture changed through Chinese and Korean influences (including Buddhism and Confucianism) as shown in the <i>Constitution of Prince Shotoku</i> and the adoption of the Chinese writing system.	C, G, H
7.10	Describe how the Heian aristocracy contributed to the development of a Japanese national culture.	C, H, P
7.11	Analyze the rise of a military society in the late 12th century and the role of the shogun and samurai in Japanese society.	C, E, H, P

Byzantine Empire: 400-1500s CE

Overview: Students will analyze the geographic, political, economic, and cultural structures of the Byzantine Empire.

Standard Number	Content Standard	Content Strand
7.12	Identify the continuation of the Eastern Roman Empire as the Byzantine Empire, and describe the diffusion of Christianity and the Latin language.	C, G, H, P
7.13	Explain the importance of Justinian's political, social, and architectural achievements.	C, G, H, P
7.14	Analyze the importance of regional geography and the location of Constantinople in maintaining European culture.	C, G, H

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Southwest Asia and North Africa: 400-1500s CE

Overview: Students will analyze the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.

Standard Number	Content Standard	Content Strand
7.15	Identify and locate the geographical features of Southwest Asia and North Africa, including: - Arabian Peninsula - Arabian Sea - Black Sea - Caspian Sea - Euphrates River - Mecca - Mediterranean Sea - Persian Gulf - Red Sea - Tigris River	G
7.16	Describe the origins and central features of Islam: - Key Person(s): Mohammad - Sacred Texts: The Quran and The Sunnah - Basic Beliefs: monotheism, Five Pillars	C, G, H, P
7.17	Describe the diffusion of Islam, its culture, and the Arabic language.	C, G, H
7.18	Summarize the contributions of the region's scholars in the areas of: - Art - Geography - Literature - Mathematics - Medicine - Philosophy - Science	C, G, H
7.19	Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire.	C, E, G, H, P
7.20	Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants.	C, E, G, H

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West Africa: 400-1500s CE

Overview: Students will analyze the geographic, political, economic, and cultural structures of West Africa.

Standard Number	Content Standard	Content Strand
7.21	Identify and locate the geographical features of West Africa, including: - Atlantic Ocean - Djenne - Gulf of Guinea - Niger River - The Sahara - Timbuktu	G
7.22	Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities.	C, H
7.23	Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.	C, E, G, H, P
7.24	Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves.	C, E, G, H, P
7.25	Explain the importance of griots in the transmission of West African history and culture.	C, G, H
7.26	Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.	C, E, G, H, P

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Middle Ages in Western Europe: 400-1500s CE

Overview: Students will analyze the geographic, political, economic, and cultural structures of Europe during the Middle Ages.

Standard Number	Content Standard	Content Strand
7.27	Identify and locate geographical features of Europe, including: - Alps - Atlantic Ocean - English Channel - Mediterranean Sea - Influence of the North Atlantic Drift - North European Plain - Ural Mountains	G
7.28	Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps.	C, G, H, P
7.29	Explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.	C, E, G, H, P
7.30	Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns).	C, E, G, H, P
7.31	Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France.	C, E, G, H, P
7.32	Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs.	C, G, H, P
7.33	Analyze the impact of the Magna Carta, including: limiting the power of the monarch, the rule of law, and the right to trial by jury.	G, H, P

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Standard Number	Content Standard	Content Strand
7.34	Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard I.	C, G, H, P
7.35	Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe.	C, G, H
7.36	Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.	C, E, G, H
7.37	Analyze the importance of the Black Death on the emergence of a modern economy, including: • Agricultural improvements • Commerce • Growth of banking • A merchant class • Technological improvements • Towns	C, E, H
7.38	Describe the significance of the Hundred Years War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war.	C, G, H, P
7.39	Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula.	C, G, H, P

Early Modern Europe: 1400-1700s CE

Overview: Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.

The Renaissance

Standard Number	Content Standard	Content Strand
7.40	Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy's independent trade cities.	C, E, G, H, P
7.41	Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.	C, E, G, H, P
7.42	Explain humanism, and describe how Thomas Aquinas's writings influenced humanistic thought and fostered a balance between reason and faith.	C, H
7.43	Explain the development of Renaissance art, including the significance of: • Leonardo da Vinci • Michelangelo • William Shakespeare • Systems of patronage	C, E, G, H

The Protestant Reformation

Standard Number	Content Standard	Content Strand
7.44	Analyze Johannes Gutenberg's printing press and William Tyndale's translation of the Bible into the English language as vehicles for the spread of books, growth of literacy, and dissemination of knowledge.	C, G, H
7.45	Explain the significant causes of the Protestant Reformation, including: the Catholic Church's taxation policies, the selling of indulgences, and Martin Luther's <i>95 Theses</i> .	C, H, P
7.46	Analyze the development of the Protestant Reformation and the split with the Catholic Church, including: the emphasis on scripture alone, salvation by faith, and predestination.	C, H, P
7.47	Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism.	C, G, H, P
7.48	Analyze how the Catholic Counter-Reformation emerged as a response to Protestantism and revitalized the Catholic Church, including the significance of: St. Ignatius of Loyola, the Jesuits, and the Council of Trent.	C, H
7.49	Examine the Golden Age of the Tudor dynasty (i.e., Queen Elizabeth I), including the defeat of the Spanish Armada and the rise of English power in Europe.	C, H, P

The Scientific Revolution

Standard Number	Content Standard	Content Strand
7.50	Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits).	C, G
7.51	Examine Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.	C, G, H
7.52	Explain the significance of the following in regards to the Scientific Revolution: Sir Francis Bacon in establishing the scientific method and Sir Isaac Newton's three Laws of Motion.	C, G, H

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Indigenous Civilizations of the Americas: 400-1500s CE

Overview: Students will analyze the geographic, political, economic, and cultural structures of indigenous civilizations of the Americas.

Standard Number	Content Standard	Content Strand
7.53	Identify and locate the geographical features of the Americas, including: - Andes Mountains - Appalachian Mountains - Atlantic Ocean - Caribbean Sea - Central Mexican Plateau - Great Plains - Gulf of Mexico - Mississippi River - North America - Pacific Ocean - Rocky Mountains - South America - Yucatan Peninsula	G, T
7.54	Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture.	C, G, H, T
7.55	Describe the existence of diverse networks of North American Indian cultures (within present-day United States) including: varied languages, customs, and economic and political structures.	C, E, G, H, P, T
7.56	Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations.	C, E, G, H, P
7.57	Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including: oral traditions, class structures, religious beliefs, slavery, and advancements (e.g., astronomy, mathematics, and calendar).	C, E, G, H, P

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The Age of Exploration: 1400-1700s CE

Overview: Students will analyze the motivations for the movement of people from Europe to the Americas and the impact of exploration by Europeans.

Standard Number	Content Standard	Content Strand
7.58	Analyze why European countries were motivated to explore the world, including: religion, political rivalry, and economic gain (i.e., mercantilism).	C, E, G, H, P
7.59	Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: - England: Henry Hudson - France: Jacques Cartier - Portugal: Vasco da Gama, Bartolomeu Dias - Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci	C, E, G, H, P, T
7.60	Describe Prince Henry the Navigator's influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe, and Harrison's chronometer) during the Age of Discovery.	C, E, G, H, P
7.61	Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country.	C, E, G, H, P
7.62	Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro).	C, E, G, H, P
7.63	Locate and identify the European regions that remained Catholic and those that became Protestant and how that division affected the distribution of religions in the New World.	C, E, G, H, P
7.64	Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries, and examine the major economic and social effects on each continent.	C, E, G, H, P
7.65	Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as Bartolome de la Casa's role in the transition to African slavery.	C, E, G, H, P

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6-12 LANGUAGE STANDARDS:
Conventions of Standard English – Standard 1
L.CSE.1

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE SPAN	STANDARDS
11-12	11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
9-10	9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
8	8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, analyze the use of phrases and clauses within a larger text. b. When reading or listening, explain the function of verbs. c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers. d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text. e. When writing or speaking, produce and use varied voice and mood of verbs.
7	7.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers. b. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.
6	6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement). b. When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement) effectively. c. When reading and listening, explain the function of phrases and clauses. d. When writing or speaking, use simple, compound, and complex sentences.

6-12 LANGUAGE STANDARDS:
Conventions of Standard English – Standard 2
L.CSE.2

Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE SPAN	STANDARDS
11-12	11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
9-10	9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
8	8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.
7	7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.
6	6.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.

6-12 LANGUAGE STANDARDS:
Knowledge of Language – Standard 3
L.KL.3

Cornerstone: 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.

GRADE SPAN	STANDARDS
11-12	11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.
9-10	9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
8	8.L.KL.3 When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
7	7.L.KL.3 When writing and speaking, choose precise language to express ideas concisely.
6	6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

6-12 LANGUAGE STANDARDS:
Vocabulary Acquisition and Use – Standard 4
L.VAU.4

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE SPAN	STANDARDS
11-12	11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
9-10	9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
8	8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
7	7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
6	6.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

6-12 LANGUAGE STANDARDS:
Vocabulary Acquisition and Use – Standard 5
L.VAU.5

Cornerstone: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE SPAN	STANDARDS
11-12	11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
9-10	9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
8	8.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
7	7.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
6	6.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

6-12 LANGUAGE STANDARDS:
Vocabulary Acquisition and Use – Standard 6
L.VAU.6

Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

GRADE SPAN	STANDARDS
11-12	11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
9-10	9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
8	8.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
7	7.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
6	6.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading K-12 Standards

As the young adult author Walter Dean Myers famously stated in almost every interview, “Reading is not optional.” In this age of information, students and employees must be able to read detailed, complex text to interpret the world around them. Be it the literary world, the natural world, the academic world, or the work world, “Reading is a matter of survival” (Smith, 2014). Understanding that reading is a key skill to accessing knowledge, the standards committee focused attention on building a strong progression of standards from Kindergarten to twelfth grade that develop students’ ability to think critically about what they read. These reading standards are based on the understanding that direct, explicit instruction of language and reading leads to strong confident readers who are able to:

- **Make inferences in increasingly complex text and logically explain their thinking behind the inferences;**
- **Determine central ideas of texts, unpack the development of the ideas, and summarize key aspects of a text to show the relationship between the details and the central ideas;**
- **Analyze how and why ideas, events, and characters develop and interact over the course of a single text;**
- **Interpret the explicit and subtle uses of language to shape meaning;**
- **Analyze how form and structure contribute to meaning-making;**
- **Assess how point of view, perspective, and purpose impact the development of a text;**
- **Integrate and evaluate content in diverse media formats and analyze the impact on a text;**
- **Evaluate arguments and trace the key points;**
- **Analyze ideas across texts and time;**
- **Build knowledge from content-rich nonfiction; and**
- **Consider alternate and opposing interpretations of text.**

As with the other strands, the focus in elementary is on the foundational skills married with the reading skills. Middle school solidifies the foundation and continues to build reading stamina with increasingly complex literature and literary nonfiction, and the high school standards focus on the students’ ability to recognize archetypal patterns, nuances of language, and intertextual connections.

In addition, when analyzing the Reading standards, Reading Standard 10 is integral to understanding the other nine. The basic skills for reading are addressed in the Foundational Literacy standards, and the skills for comprehension are embedded in the Reading standards. Furthermore, the skills are applied to grade level texts. Reading Standard 1 for both Literature and Informational Text are the building blocks for the teaching of the other standards because it focuses on the students’ ability to make inferences and to cite the evidence that leads to their inferential thinking.

Literature and Informational Text in the English/Language Arts Classroom

Elementary students (K-5) interact with an equal division of time in literature and informational text. Secondary students (6-12) focus on literature and literary nonfiction in the English classroom. Because secondary schools departmentalize by content area, the emphasis on reading informational text is divided across the specialized disciplines. Through careful attention to word choice and structures in literature and literary nonfiction, students can:

[become] fluent in the decoding processes [enabling them] to allocate the time and attention necessary to process the ideas, information, story, and intellectual arguments and assumptions presented.....For that reason, readers must engage in an active construction of meaning, in which they grapple with the text and apply their earlier knowledge as they question, analyze, and probe. In the process, they learn to build knowledge and go beyond the wisdom of the author to think their own thoughts (Woolf & Barzillai, 2009).

Elementary Classrooms	Middle Grade ELA Classrooms	High School English Classrooms
50% literature with introduction to the different genres.	Emphasis on literature with an integrated examination of themes across genres; some specific genre studies.	Emphasis on literature and the interaction among archetypal story patterns and the references of classical, traditional, and religious texts in contemporary texts.
50% informational text with introduction to the different text features and text structures in scientific and social science texts.	Literary nonfiction as a means of exploration on matters of science, social studies, and other specialized disciplines.	Literary nonfiction as a means of contemplation of concepts on matters of science, social studies, and specialized disciplines.
	Informational text as it can be used to research and support an argument.	Sophisticated informational text from specialized disciplines as it can be used to research and support an argument.
Background to Guide Decision-Making Students need to experience a range in text variety, complexity, and length. As teachers wrestle with the percentage of time, they focus not on the formula, but on the intention of using a balance of informational texts to build background knowledge to lead into and/or supplement a more complex anchor text. Units of texts need to be thematically aligned to support the development of background knowledge, which supports comprehension.		

If our students are to graduate with the requisite reading skills, then the foundation must be established in the early grades, with emphasis on print concepts, phonological awareness, phonics and word recognition, word composition, and fluency. These foundational skills paired with the Reading standards will develop readers who can decode words and sentences with automaticity, so they can derive context and make meaning of a text that they read.

Ultimately, the act of reading is a cognitively demanding skill. With careful guidance and instruction, students can fluently read words and sentences, so they can have access to the world of ideas presented to them in print.

READING STANDARDS: Key Ideas and Details – Standard 1
R.KID.1

Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
9-10	9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
8	8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
7	7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
6	6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
5	5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.
3	3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
2	2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
1	1.RL.KID.1 Ask and answer questions about key details in a text.	1.RI.KID.1 Ask and answer questions about key details in a text.
K	K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.	K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.

READING STANDARDS: Key Ideas and Details – Standard 2
R.KID.2

Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.	11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
9-10	9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.	9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
8	8.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.	8.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
7	7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	7.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
6	6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
5	5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text.
4	4.RL.KID.2 Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.
3	3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
2	2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.RI.KID.2 Identify the main topic of a multi- paragraph text as well as the focus of specific paragraphs within a text.
1	1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.RI.KID.2 Identify the main topic and retell key details of a text.
K	K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.	K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.

READING STANDARDS: Key Ideas and Details – Standard 3
R.KID.3

Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.	11-12.RI.KID.3 Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
9-10	9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.	9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
8	8.RL.KID.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.
7	7.RL.KID.3 Analyze how specific elements of a story or drama interact with and affect each other.	7.RI.KID.3 Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
6	6.RL.KID.3 Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
5	5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.	5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
4	4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.	4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.
3	3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.	3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
2	2.RL.KID.3 Describe how characters in a story respond to major events and challenges.	2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.
1	1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
K	K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.	K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.

READING STANDARDS: Craft and Structure – Standard 4
R.CS.4

Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.	11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
9-10	9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.	9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
8	8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.	8.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.
7	7.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	7.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
6	6.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.	6.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5	5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.	5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

4	4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.	4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.
3	3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (<i>e.g., feeling blue versus the color blue</i>).	3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.
2	2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song.	2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
1	1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
K	K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.	K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.

READING STANDARDS: Craft and Structure – Standard 5
R.CS.5

Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.	11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.
9-10	9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.	9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
8	8.RL.CS.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	8.RI.CS.5 Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.
7	7.RL.CS.5 Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.	7.RI.CS.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6	6.RL.CS.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or	6.RI.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
5	5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.	5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.
4	4.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.	4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.
3	3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.	3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.
2	2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.
1	1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	1.RI.CS.5 Know and use various text features to locate key facts or information in a text.
K	K.RL.CS.5 Recognize common types of texts.	K.RI.CS.5 Know various text features.

READING STANDARDS: Craft and Structure – Standard 6
R.CS.6

Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.	11-12.RI.CS.6 Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
9-10	9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.	9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
8	8.RL.CS.6 Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.	8.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
7	7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.	7.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.
6	6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.	6.RI.CS.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.
5	5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described.	5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.
4	4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.	4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.
3	3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.	3.RI.CS.6 Distinguish reader point of view from that of an author of a text.
2	2.RL.CS.6 Determine when characters have different points of view.	2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.
1	1.RL.CS.6 Identify who is telling the story at various points in a text.	1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in
K	K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.	K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.

READING STANDARDS: Integration of Knowledge and Ideas – Standard 7

R.IKI.7

Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.	11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.
9-10	9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.	9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.
8	8.RL.IKI.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.	8.RI.IKI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
7	7.RL.IKI.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each	7.RI.IKI.7 Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.
6	6.RL.IKI.7 Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.	6.RI.IKI.7 Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.
5	5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.	5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
4	4.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.	4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it
3	3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.	3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding
2	2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.

1	1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
K	K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.

READING STANDARDS: Integration of Knowledge and Ideas – Standard 8
R.IKI.8

Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	Standard #8 is not applicable to literature.	11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.
9-10		9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.
8		8.RI.IKI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.
7		7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.
6		6.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims
5		5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
4		4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text.
3		3.RI.IKI.8 Explain how reasons support specific points an author makes in a text.
2		2.RI.IKI.8 Describe how reasons support specific points an author makes in a text.
1		1.RI.IKI.8 Identify the reasons an author provides to support points in a text.
K		K.RI.IKI.8 With prompting and support, identify the reasons an author provides to support points in a text.

READING STANDARDS: Integration of Knowledge and Ideas – Standard 9
R.IKI.9

Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics.	11-12.RI.IKI.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
9-10	9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.	9-10.RI.IKI.9 Analyze a variety of thematically- related texts of historical and literary significance for the way they address related topics, facts, and concepts.
8	8.RL.IKI.9 Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.	8.RI.IKI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
7	7.RL.IKI.9 Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.	7.RI.IKI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.
6	6.RL.IKI.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	6.RI.IKI.9 Compare and contrast two or more authors' presentation of the same topic or event.
5	5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.	5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.
4	4.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.	4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
3	3.RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
2	2.RL.IKI.9 Compare and contrast two or more versions of the same story by different authors or different cultures.	2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic.
1	1.RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.	1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.

K	K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.	K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.
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READING STANDARDS: Range of Reading and Level of Text Complexity – Standard 10
R.RRTC.10

Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
12	12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.	12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
11	11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
10	10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.	10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
9	9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
8	8.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.	8.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
7	7.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	7.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
6	6.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	6.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
5	5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.	5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

4	4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.
3	3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.
2	2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.
1	1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.	1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.
K	K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.

Speaking and Listening K-12 Standards

Speaking and listening skills are necessary for young people to be successful in the post-secondary, workforce, and creative endeavors they pursue. To this end, the Speaking and Listening standards serve as a bridge between reading and writing skills: in the ELA classroom, students share their understandings and ideas gleaned from reading and develop their written voice through presentations, public speaking, and participation in classroom discussions. These speaking and listening skills—like reading and writing skills—are founded upon the belief that students must “have words in order to use words.” Thus, the K-5 Foundational Literacy standards work in conjunction with the K-5 Speaking and Listening standards to help young students build their skills in understanding spoken words and sounds, speak in complete sentences, ask and answer questions, and describe and report on topics. In addition, the Speaking and Listening standards emphasize that students, across grades K-12, will be able to:

- **Participate in a range of conversations and collaborations with varied partners, building on others’ ideas and expressing their own clearly and persuasively;**
- **Present information/ideas formally and informally in such a way that others can follow a line of reasoning;**
- **Effectively integrate information from appropriate diverse formats;**
- **Evaluate a speaker’s point of view; and**
- **Make strategic use of digital media.**

Effective speaking and listening skills are necessary in today’s job market. According to a *2015 Job Outlook* survey—conducted each fall by the National Association of Colleges and Employers to forecast hiring—employers from 260 organizations nationwide are looking for leaders who can “work as part of a team” and “communicate effectively” (NACE, 2014). 77.8% of survey respondents indicated “the ability to work in a team structure” was important, and 67% of respondents indicated “verbal communication skills” were important in their hiring decisions.

To be a team-player and communicate effectively, young people must be able to do exactly what the Speaking and Listening standards require. In 2013, *Forbes* magazine contributor Jacob Morgan reported that the future of work is collaborative. Morgan provided examples of companies like ING Direct Canada, where “employees have no offices. Anyone can talk to anyone and leaders focus on removing obstacles instead of creating them.” At another financial-services company, the Motley Fool, “employees play collaboration games to help work as a team, and have mobile desks that they can relocate in their office.” The world of work as we know it is changing, and young people must have strong and effective communication *and* collaboration skills to be considered employable.

Speaking and listening skills also aid reading comprehension and encourage engagement with texts and ideas. Researchers have long suggested a link exists between oral language and reading comprehension and that high-quality peer discussion and exploration of ideas—not just the presentation of high-quality content by the teacher or text—are central to the developing understandings of readers and writers.

Writing in 1948, Benjamin Bloome suggested discussion aids student problem-solving. In 1969, Britton suggested the concept of “talking to learn,” and in the 1970s, Vygotsky suggested cognitive growth “is more likely when one is required to explain, elaborate, or defend one’s position to others, as well as to oneself; striving for an explanation often makes a learner integrate and elaborate knowledge in new ways” (1978, p. 158). In a 1991 study of 58 12th grade students, Sweigart found

that small-group discussions of nonfiction were superior to both lecture and whole-class discussion in helping students recall and understand essays they read. In 2006, Nystrand reported that a meta-analysis of 49 studies examining the effects of various types of small-group discussion approaches to high-level thinking and comprehension found that, “in the most productive discussions, teachers retained considerable control of text and topic while allowing students considerable interpretive flexibility and the opportunity to elaborate their ideas for extended periods of time” (p. 398). In research on whole-class discussion, Van den Branden (2000) found that discussion promotes reading comprehension when problematic and difficult passages are the focus of sustained interaction. Van den Branden also found that discussion benefited both fluent and limited English proficient speakers.

Long-standing, rigorous research supports the fact that discussion significantly supports literacy skills, and employers want to hire young people who can be team-players and communicate effectively. The Speaking and Listening standards afford opportunities for young people to develop and practice the skills needed to successfully pursue post-secondary, workforce, and creative endeavors.

SPEAKING AND LISTENING STANDARDS:
Comprehension and Collaboration – Standard 1
SL.CC.1

Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.

GRADE SPAN	STANDARDS	LINKING STANDARDS
11-12	11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11 th -12 th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.	RL.1-7, 9, 10 RI.1-10 W.6
9-10	9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9 th – 10 th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.	RL.1-7, 9, 10 RI.1-10 W.6
8	8.SL.CC.1 Prepare for collaborative discussions on 8 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	RL.1-7, 9, 10 RI.1-10 W.5-6
7	7.SL.CC.1 Prepare for collaborative discussions on 7 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	RL.1-7, 9, 10 RI.1-10 W.5-6
6	6.SL.CC.1 Prepare for collaborative discussions on 6 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	RL.1-7, 9, 10 RI.1-10 W.5-6
5	5.SL.CC.1 Prepare for collaborative discussions on 5 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	FL.F.5 RL.1-7, 9, 10 RI.1-10 W.5-6
4	4.SL.CC.1 Prepare for collaborative discussions on 4 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	FL.F.5 RL.1-7, 9, 10 RI.1-10 W.5-6
3	3.SL.CC.1 Prepare for collaborative discussions on 3 rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	FL.F.5 RL.1-7, 9, 10 RI.1-10 W.4-6
2	2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2 nd grade topics and texts.	FL.F.5 RL.1-7, 9, 10 RI.1-10 W.5-8
1	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1 st grade topics and texts.	FL.F.5 RL.1-7, 9, 10 RI.1-10 W.1-3, 5-8
K	K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	FL.F.5 RL.1- 7, 9,10 RI.1-10 W.1-3, 5-8

SPEAKING AND LISTENING STANDARDS:
Comprehension and Collaboration – Standard 2
SL.CC.2

Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

GRADE SPAN	STANDARDS	LINKING STANDARDS
11-12	11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.	L.VAU.5-6 Reading Cornerstone Standards 1 and 10. RL/RI.7 W.8
9-10	9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.	L.VAU.5-6 Reading Cornerstone Standards 1 and 10. RL/RI.7 W.8
8	8.SL.CC.2 Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.	L.VAU.5-6 Reading Cornerstone Standards 1 and 10. RL/RI.7 W.8
7	7.SL.CC.2 Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.	L.VAU.5-6 Reading Cornerstone Standards 1 and 10. RL/RI.7 W.8
6	6.SL.CC.2 Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.	L.VAU.5-6 Reading Cornerstone Standards 1 and 10. RL/RI.7 W.8
5	5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.	FL.VAC.7 Reading Cornerstone Standards 1 and 10 RL/RI.7 W.8
4	4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.	FL.VAC.7 Reading Cornerstone Standards 1 and 10 RL/RI.7 W.8
3	3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.	FL.VAC.7 Reading Cornerstone Standards 1 and 10 RL/RI.7 W.8
2	2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	FL.VAC.7 Reading Cornerstone Standards 1 and 10 RL/RI.7 W.8

1	1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	FL.VAC.7 Reading Cornerstone Standards 1 and 10 RL/RI.7 W.8
K	K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	FL.VAC.7 Reading Cornerstone Standards 1 and 10

SPEAKING AND LISTENING STANDARDS:
Comprehension and Collaboration – Standard 3
SL.CC.3

Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

GRADE SPAN	STANDARDS	LINKING STANDARDS
11-12	11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	L.4-5 RI.8 W.9
9-10	9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.	L.4-5 RI.8 W.9
8	8.SL.CC.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	L.4-5 RI.8 W.9
7	7.SL.CC.3 Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.	L.4-5 RI.8 W.9
6	6.SL.CC.3 Explain a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	L.4-5 RI.8 W.9
5	5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	FL.7 RI.8 W.9
4	4.SL.CC.3 Identify the reasons and evidence a speaker provides to support particular points.	FL.7 RI.8 W.9
3	3.SL.CC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	FL.7 RL.1 RI.1
2	2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.	FL.7 RL.1 RI.1
1	1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	FL.7 RL.1 RI.1
K	K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	FL.7 RL.1 RI.1

SPEAKING AND LISTENING STANDARDS:
Presentation of Knowledge and Ideas – Standard 4
SL.PKI.4

Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

GRADE SPAN	STANDARDS	LINKING STANDARDS
11-12	11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.	RI.8 W.1, 4, 7, 9
9-10	9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.	RI.8 W.1, 4, 7, 9
8	8.SL.PKI.4 Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	RL2 RI.2, 8 W.1, 4, 7
7	7.SL.PKI.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	RL2 RI.2, 8 W.1, 4, 7
6	6.SL.PKI.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	RL2 RI.2, 8 W.1, 4, 7
5	5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.	RL.1, 2, 3 RI.1, 2, 3 W.1-3, 4, 7
4	4.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	RL.1, 2, 3 RI.1, 2, 3 W.2-3, 4, 7
3	3.SL.PKI.4 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.	RL.1, 2, 3 RI.1, 2, 3 W.2-3, 4, 7
2	2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	RL.1, 2, 3 RI.1, 2, 3 W.3, 4, 7
1	1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	RL.1, 2, 3 RI.1, 2, 3 W.2-3, 4, 7
K	K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	RL.1, 2, 3 RI.1, 2, 3 W.2-3, 4, 7

SPEAKING AND LISTENING STANDARDS:
Presentation of Knowledge and Ideas – Standard 5
SL.PKI.5

Cornerstone: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

GRADE SPAN	STANDARDS	LINKING STANDARDS
11-12	11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	RI.7, 8, 9 W.6, 8
9-10	9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	RI.7, 8, 9 W.6, 8
8	8.SL.PKI.5 Integrate multimedia and visual displays into presentations to clarify information, to strengthen claims and evidence, and to add interest.	RI.7, 8, 9 W.6, 8
7	7.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.	RI.7, 8, 9 W.6, 8
6	6.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify information.	RI.7, 8, 9 W.6, 8
5	5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.	RI.7, 8, 9 W.6, 8
4	4.SL.PKI.5 Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.	RI.7, 8, 9 W.6, 8
3	3.SL.PKI.5 Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.	RI.7, 8, 9 W.6, 8
2	2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.	RI.7, 8, 9 W.6, 8
1	1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.	RI.7, 8, 9 W.6, 8
K	K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.	RI.7, 8, 9 W.6, 8

SPEAKING AND LISTENING STANDARDS:
Presentation of Knowledge and Ideas – Standard 6
SL.PKI.6

Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

GRADE SPAN	STANDARDS	LINKING STANDARDS
11-12	11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.1, 3 W.4-5
9-10	9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.1, 3 W.4-5
8	8.SL.PKI.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.1, 3 W.4-5
7	7.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.1, 3 W.4-5
6	6.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.1, 3 W.4-5
5	5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	FL. 6 W.4-5
4	4.SL.PKI.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.	FL. 6 W.4-5
3	3.SL.PKI.6 Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.	FL. 6 W.4-5
2	2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	FL. 6 W.4-5
1	1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.	FL. 6 W.4-5
K	K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.	FL. 6 W.4-5

Writing K-12 Standards

Tennessee students matter, so writing must matter if young people are to graduate from high school and be successful in the post-secondary, workforce, and creative endeavors they pursue. To this end, the Writing standards support a progression of skills from Kindergarten through 12th grade that help all young people develop into the writers they need to be in the 21st century. These skills are founded upon the belief that students must “have words in order to use words.” Thus, the K-5 Writing standards work in conjunction with the K-5 Foundational Literacy standards to help students build their skills in understanding print concepts, spoken words and sounds, and writing words and sentences. In addition, the Writing standards emphasize that students, across grades K-12, will be able to:

- **Recognize and write in various modes, for different purposes, including to support and sustain an opinion or argument, to inform, and to express and reflect;**
- **Understand the relationship among writing task, purpose, and audience;**
- **Understand writing occurs through a process, and utilize a process that includes planning, revising, editing, and rewriting;**
- **Use technology to communicate effectively and to produce and publish writing;**
- **Understand writing can be used to answer questions, and participate in short- and long- term research and inquiry projects;**
- **Use evidence to support claims and convey ideas in writing;**
- **Integrate and synthesize others’ ideas into writing; and**
- **Write often to develop fluency, confidence, and stamina.**

Ultimately, the Writing standards convey the importance of writing, for multiple and varied purposes and audiences. Writing is important because Tennessee students need to write effectively to gain and keep meaningful employment. According to a *2015 Job Outlook* survey—conducted each fall by the National Association of Colleges and Employers to forecast hiring— employers from 260 organizations nationwide are looking for leaders who can “communicate effectively” (NACE, 2014). One of the biggest groups of survey respondents (73.4%) indicated “written communication skills” as a skill/attribute most looked for in potential hires. In *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*, a 2007 study on the state of writing in our schools, the authors explain, “Writing well is not just an option for young people—it is a necessity.

Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and the global economy” (p. 3).

But writing is also important for other reasons. Writing is a tool young people can use to influence others. Books like Rachel Carson’s *Silent Spring* changed the way we think about human impact on the environment. George Orwell’s *1984* introduced us to such terms and concepts as “Big Brother” and “doublespeak,” and continues to encourage us to consider the effects of censorship, surveillance, and nationalism today. In addition, as technologies and social media become more integral to and ubiquitous in daily life, we communicate with others and represent ourselves through writing more than ever.

As Graham and Harris (2013) remind us, young people also write “to ...tell stories, create imagined worlds, explore who we are,...and chronicle our experiences” (p. 5). Kelly Gallagher (2015) suggests that narrative writing can be important to the social development of young people. He explains “when students write their way into imaginary worlds...they benefit from giving careful consideration to the decisions, the relationships, and the actions of others. When students

are...writing narratives, they are in the process of re-creating themselves” (p. 106). In addition, research has shown that writing can benefit us psychologically and physiologically (Graham & Harris, 2013; Smyth, 1998).

Writing also makes young people better readers. In their 2010 report, “Writing to Read: Evidence for How Writing Can Improve Reading,” Graham and Hebert connect writing to reading comprehension: students better understand material they read if they write about it. This works in several ways. First, writing provides students with a tool for visibly and permanently recording their thoughts and ideas about a text and analyzing, connecting, personalizing, and manipulating key ideas from text. This has a strong impact on making text more memorable and understandable for students. Second, knowledge about text structure and organization is improved by having students engage in the process of composing text (Tierney & Shanahan, 1991). Writers gain insights about reading by creating text for an audience to read. When they write, students must make their assumptions and premises explicit as they observe the rules of logic, making them more aware of these same issues in the material they read. In a 2011 meta-analysis of the impact of writing and writing instruction on reading, published in the *Harvard Educational Review*, Graham and Hebert report that increasing how much students write and implementing process writing approaches in the classroom improve student reading comprehension.

Writing is important, for many reasons, but as recent ACT data and the 2004 *Writing Next* report suggest, every year in the United States, too many adolescents graduate from high school unable to write at basic levels, and too many adolescents drop out of high school because they lack basic literacy skills.

Tennessee students matter, so writing must matter. The Writing standards recognize that reading and writing are interconnected processes that begin with the foundation of letter, sound, and word recognition and composition. The Writing standards encourage students to practice and build on these foundational skills as they also write in a variety of modes for a variety of purposes; synthesize ideas across multiple texts; use textual evidence to support claims made and ideas conveyed in writing; and demonstrate sophisticated understandings of the relationship between usage and style. As these skills increase and progress, students grow as writers—and readers—who are able by grade 12 to accomplish a variety of writing tasks required by post-secondary, workforce, and creative endeavors.

WRITING STANDARDS: Text Types and Protocol – Standard 1
W.TTP.1

Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE SPAN	STANDARDS
11-12	11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. - Introduce precise claim(s). - Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. - Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. - Provide a concluding statement or section that follows from and supports the argument presented. - Use precise language and domain-specific vocabulary to manage the complexity of the topic. - Establish and maintain a formal style and objective tone.
9-10	9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. - Introduce precise claim(s). - Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. - Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. - Provide a concluding statement or section that follows from and supports the argument presented. - Use precise language and domain-specific vocabulary to manage the complexity of the topic. - Establish and maintain a formal style and objective tone.
8	8.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s). - Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s). - Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. - Use credible sources and demonstrate an understanding of the topic or source material. - Craft an effective and relevant conclusion that supports the argument presented. - Use precise language and content-specific vocabulary. - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. - Use varied sentence structure to enhance meaning and reader interest. - Establish and maintain a formal style.

7	7.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s). - Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). - Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. - Use credible sources and demonstrate an understanding of the topic or source material. - Craft an effective and relevant conclusion that supports the argument presented. - Use precise language and content-specific vocabulary. - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. - Use varied sentence structure to enhance meaning and reader interest. - Establish and maintain a formal style.
6	6.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s). - Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). - Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. - Use credible sources and demonstrate an understanding of the topic or source material. - Craft an effective and relevant conclusion that supports the argument presented. - Use precise language and content-specific vocabulary. - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. - Use varied sentence structure to enhance meaning and reader interest. - Establish and maintain a formal style.
5	5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text. - Develop an opinion through logically-ordered reasons that are supported by facts and details. - Create an organizational structure in which ideas are logically grouped to support the writer's purpose. - Provide a concluding statement or section related to the opinion presented. - Link opinion and reasons using words, phrases, and clauses. - Apply language standards addressed in the Foundational Literacy standards.
4	4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text. - Develop an opinion with reasons that are supported by facts and details. - Create an organizational structure in which related ideas are grouped to support the writer's purpose. - Provide a concluding statement or section related to the opinion presented. - Link opinion and reasons using words and phrases. - Apply language standards addressed in the Foundational Literacy standards.
3	3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. - Introduce a topic or text. - Develop an opinion with reasons that support the opinion. - Create an organizational structure that lists supporting reasons. - Provide a concluding statement or section. - Use linking words and phrases to connect opinion and reasons. - Apply language standards addressed in the Foundational Literacy standards.

2	2.W.TTP.1 Write opinion pieces on topics or texts. a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section.
1	1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
K	K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.

WRITING STANDARDS: Text Types and Protocol – Standard 2
W.TTP.2

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

GRADE SPAN	STANDARDS
11-12	11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone.
9-10	9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language and domain-specific vocabulary to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone.
8	8.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style.

7	7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. - Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. - Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. - Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. - Craft an effective and relevant conclusion. - Include formatting, graphics, and multimedia when appropriate. - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary. - Use varied sentence structure to enhance meaning and reader interest. - Establish and maintain a formal style.
6	6.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. - Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. - Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. - Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. - Craft an effective and relevant conclusion. - Include formatting, graphics, and multimedia when appropriate. - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary. - Use varied sentence structure to enhance meaning and reader interest. - Establish and maintain a formal style.
5	5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. - Introduce a topic by providing a general observation and focus. - Group related information logically. - Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Provide a conclusion related to the information or explanation presented. - Link ideas within and across categories of information using words, phrases, and clauses. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Apply language standards addressed in the Foundational Literacy standards.
4	4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. - Introduce a topic. - Group related information in paragraphs and sections. - Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Provide a conclusion related to the information or explanation presented. - Link ideas within categories of information using words and phrases. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Apply language standards addressed in the Foundational Literacy standards.

3	3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic. b. Group related information together, including illustrations when needed, to provide clarity to the reader. c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standards.
2	2.W.TTP.2 Write informative/explanatory texts. a. Introduce a topic. b. Use facts and definitions to provide information. c. Provide a concluding statement or section.
1	1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
K	K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.

WRITING STANDARDS: Text Types and Protocol – Standard 3
W.TTP.3

Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE SPAN	STANDARDS
11-12	11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Use appropriate language and techniques, such as metaphor, simile, and analogy. h. Establish and maintain an appropriate style and tone.
9-10	9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Establish and maintain an appropriate style and tone.
8	8.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

7	7.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters. - Organize an event sequence that unfolds naturally and logically. - Create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. - Craft an effective and relevant conclusion that reflects on the narrated experiences or events. - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
6	6.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. - Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. - Organize an event sequence that unfolds naturally and logically. - Create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. - Craft an effective and relevant conclusion that reflects on the narrated experiences or events. - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
5	5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. - Orient the reader by establishing a situation, using a narrator, and/or introducing characters. - Organize an event sequence that unfolds naturally and logically. - Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. - Provide a conclusion that follows from the narrated experiences or events. - Use precise words and phrases and use sensory details to convey experiences and events.
4	4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. - Orient the reader by establishing a situation, using a narrator, and/or introducing characters. - Organize an event sequence that unfolds naturally and logically. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. - Use a variety of transitional words and phrases to manage the sequence of events. - Provide a conclusion that follows from the narrated experiences or events. - Use precise words and phrases and use sensory details to convey experiences and events.

3	3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy standards.
2	2.W.TTP.3 Write narratives recounting an event or short sequence of events. a. Include details to describe actions, thoughts, and feelings. b. Use time order words to signal event order. c. Provide a sense of closure.
1	1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.
K	K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.

WRITING STANDARDS: Production and Distribution of Writing – Standard 4
W.PDW.4

Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

GRADE SPAN	STANDARDS
11-12	11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
9-10	9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
8	8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
7	7.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
6	6.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5	5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
4	4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
3	3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
2	2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
1	1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
K	K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

WRITING STANDARDS: Production and Distribution of Writing – Standard 5

W.PDW.5

Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE SPAN	STANDARDS
11-12	11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)
9-10	9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)
8	8.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 8.)
7	7.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 7.)
6	6.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.)
5	5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)
4	4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 4.)
3	3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 3.)
2	2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.
1	1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.
K	K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.

WRITING STANDARDS: Production and Distribution of Writing – Standard 6
W.PDW.6

Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GRADE SPAN	STANDARDS
11-12	11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
9-10	9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
8	8.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
7	7.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
6	6.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
5	5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
4	4.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
3	3.W.PDW.6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.
2	2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.
1	1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.
K	K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.

WRITING STANDARDS: Research to Build and Present Knowledge – Standard 7
W.RBPK.7

Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

GRADE SPAN	STANDARDS
11-12	11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
9-10	9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
8	8.W.RBPK.7 Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.
7	7.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
6	6.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.
5	5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.
4	4.W.RBPK.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
3	3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic.
2	2.W.RBPK.7 Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report.
1	1.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions.
K	K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.

WRITING STANDARDS: Research to Build and Present Knowledge – Standard #
W.RBPK.8

Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

GRADE SPAN	STANDARDS
11-12	11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9-10	9-10.W.RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
8	8.W.RBPK.8 Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7	7.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6	6.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
5	5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
4	4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
3	3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.
2	2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.
1	1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K	K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

WRITING STANDARDS: Research to Build and Present Knowledge – Standard 9
W.RBPK.9

Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE SPAN	STANDARDS
11-12	11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
9-10	9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
8	8.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.
7	7.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
6	6.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
5	5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
4	4.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.
3	3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.
2	
1	
K	

WRITING STANDARDS: Range of Writing – Standard 10
W.RW.10

Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GRADE SPAN	STANDARD
11-12	11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
9-10	9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
8	8.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
7	7.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
6	6.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
5	5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
4	4.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
3	3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
2	2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.
1	1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.
K	K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.