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2014 Mississippi College and Career Readiness Standards for English Language Arts

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Mississippi College- and Career-Readiness Standards for English Language Arts 2014

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INTRODUCTION

Mission Statement

The Mississippi Department of Education is dedicated to student success including the improvement of student achievement in English Language Arts in order to produce citizens who are capable of making complex decisions, solving complex problems, and communicating fluently in a global society. The Mississippi College- and Career-Readiness Standards provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

Purpose

The primary purpose of the 2014 Mississippi College- and Career-Readiness Standards is to provide a basis for curriculum development for Grades K-12 English Language Arts teachers in Mississippi. This document provides an outline of what students should know and be able to do by the end of each grade level in preparation for college and career. The primary purpose of this document is to provide a basis for curriculum development for K-12 English Language Arts teachers, outlining what students should know and be able to do by the end of each grade level and course. Courses for grades K-12 are based on the *Common Core State Standards for English Language Arts* and also include the *PARCC Model Content Frameworks* to support implementation of the standards and assessments. Mississippi-specific courses that were revised to align with the *Common Core State Standards for English Language Arts* include Survey of African American Writing, Creative Writing, Debate, Foundations of Journalism, Broadcast Journalism, Print Journalism, Mississippi Writers, Oral Communication, Technical and Workplace Writing, Survey of Twentieth Century Writing, and World Literature.

The new Southern Regional Education Board (SREB) Literacy Ready course is included as a transition to college English course.

Organization of the 2014 Mississippi College- and Career-Standards

The 2014 Mississippi College- and Career-Readiness Standards are divided into 6 sections. The first section includes an introduction to the document, an overview of the Common Core State Standards for English Language Arts, and an overview of the PARCC Model Content Frameworks. The second section includes the CCSS for ELA for kindergarten through second grade. The PARCC MCF have not been released for K-2. The third section includes the CCSS for ELA and the PARCC MCF for grades 3-5. The fourth section includes the CCSS for ELA, including Literacy in Social Studies, Science, and Technical Subjects, and the PARCC MCF for grades 6-8.

The fifth section includes the CCSS for ELA, including Literacy in Social Studies, Science, and Technical Subjects, and the PARCC MCF for high school. The final section includes the Mississippi Specific High School ELA electives, Advanced Placement courses, and the SREB Bridge Course, including the aligned CCSS for ELA for each course.

Implementation

The required year for the 2014 Mississippi College- and Career-Readiness Standards is school year 2014-2015.

Common Core State Standards for English Language Arts Overview

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

OVERVIEW

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge to create next generation K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Key Design Considerations

College- and Career- Readiness and Grade-Specific Standards

The College- and Career- Readiness (CCR) standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade Levels for K–8; Grade Bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow flexibility in high school course design.

A Focus on Results Rather than Means

By emphasizing required achievements, the Standards leave room for school districts to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An Integrated Model of Literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and Media Skills Blended into the Standards as a Whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to

conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. Research, media skills, and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared Responsibility for Students' Literacy Development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress.* Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA

classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.[1] To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition.* Iowa City, IA: ACT, Inc.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.[2]

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and Coherence in Instruction and Assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 ("Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach") as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking

[1]The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

[2] As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery.

Students Who are College- and Career-Ready

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an

author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Overall Organization of the Common Core State Standards for English Language Arts

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College- and Career-Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards

COLLEGE- AND CAREER-READINESS ANCHOR STANDARDS

COLLEGE- AND CAREER-READINESS STANDARDS: READING

The K–12 standards define what students should understand and be able to do by the end of each grade. The standards correspond to the College- and Career-Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details	
CCR.R.1	Read closely to determine what the 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.
CCR.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCR.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Craft and Structure	
CCR.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCR.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCR.R.6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	
CCR.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCR.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCR.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	
CCR.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students also acquire the habits of reading independently and closely, which are essential to their future success.

COLLEGE- AND CAREER-READINESS STANDARDS: WRITING

Text Types and Purposes[3]	
CCR.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCR.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCR.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing	
CCR.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCR.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	
CCR.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCR.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCR.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range if Writing	
CCR.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational

[3] These broad types of writing include many subgenres.

sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

COLLEGE- AND CAREER-READINESS STANDARDS: SPEAKING AND LISTENING

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

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

COLLEGE- AND CAREER-READINESS STANDARDS: LANGUAGE

Conventions of Standard English	
CCR.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCR.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	
CCR.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	
CCR.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCR.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCR.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language usage

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Introduction to the PARCC Model Content Frameworks

PARCC Model Content Frameworks

English Language Arts/Literacy

Grades 3–11

Version 2.0

August 2012

Partnership for Assessment of Readiness for College and Careers

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

INTRODUCTION TO THE PARCC MODEL CONTENT FRAMEWORKS FOR ENGLISH LANGUAGE ARTS (ELA)/LITERACY

Purpose of the Model Content Frameworks for ELA/Literacy

As part of its proposal to the U.S. Department of Education, the Partnership for Assessment of Readiness for College and Careers (PARCC) committed to developing model content frameworks for English language arts/literacy (ELA/Literacy) to serve as a bridge between the Common Core State Standards and the PARCC assessments.[4] PARCC developed the Model Content Frameworks to help:

- Inform development of item specifications and blueprints for the PARCC assessments, and
- Support implementation of the Common Core State Standards

The PARCC Model Content Frameworks were developed through a state-led process that included ELA content experts in PARCC member states and members of the Common Core State Standards writing team. Although the primary purpose of the Model Content Frameworks is to provide a frame for the PARCC assessments, they also are voluntary resources to help educators and those developing curricula and instructional materials. The Model Content Frameworks illustrate one of a number of ways the standards could be organized over the course of the school year. Users are advised to have a copy of the Common Core State Standards available for use in conjunction with the Model Content Frameworks.

Connections to the PARCC Assessment System

The proposed PARCC Assessment System will be designed to measure knowledge, skills, and understandings essential to achieving college and career readiness. The assessment will call for students to demonstrate higher-order, critical thinking skills through a variety of item types designed to reflect the rigor of the CCSS. In ELA/Literacy, the knowledge, skills, and understandings include the following areas as defined by the standards:

- *Reading complex texts:* This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects, and the arts. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages. Both close, analytic reading and comparing and synthesizing ideas across texts are expected. Students will read short passages (a few paragraphs long) and longer or extended passages (several pages long by the time students are in high school). Nonetheless, the length of texts is less important than the focus on student engagement with appropriately complex, literary, and content rich texts to build deep knowledge about a topic (or unit of study).

- *Writing effectively when using and/or analyzing sources:* This requires students to demonstrate the interrelated literacy skills of reading carefully and closely; gathering evidence to support an explanation, summary, claim, or comparison about what is read;

[4] The Model Content Frameworks, from grade 3 through grade 11, align with the PARCC Assessment System for those grades. PARCC is exploring the possibility of developing a companion document for grades K–2.

and analyzing, integrating, and presenting the supporting evidence in writing. Additionally, when using sources, students also demonstrate understanding when writing narrative descriptions of events and procedures as well as writing about experiences based on what is read. Both require students to demonstrate their understanding gained from reading skillfully and closely through cogent and coherent writing.

- *Conducting and reporting on research:* This expands on "writing effectively when analyzing sources" to require students to demonstrate their ability to gather resources, evaluate their relevance, and report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

- *Speaking and listening:* This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings, and listening carefully to the ideas of others.

- *Language use for reading, writing, and speaking:* This requires students to have a strong command of grammar and spoken and written academic English.

The importance of these skills is reflected in the emphasis the Model Content Frameworks place on students' needing regular opportunities to grapple with the close, analytic reading of grade-level complex texts and to construct increasingly sophisticated responses in writing. The Model Content Frameworks therefore provide a helpful guide in preparing students for the future PARCC assessments.

Structure of the Model Content Frameworks for ELA/Literacy

The Model Content Framework for each grade level (grades 3-11) is divided into four sections:

1. Narrative Summary of the ELA Standards,

2. The Model Content Framework Chart,

3. Key Terms and Concepts for the Model Content Framework Chart, and

4. Writing and Speaking and Listening Standards Progressions Charts.

As described below, the four sections capture the key emphases within the standards for reading, writing, speaking and listening, and language (including vocabulary) noted above in the description of the PARCC Assessment System. These emphases reflect the research basis for the standards found in Appendix A of the Common Core State Standards. Hence the Model Content Framework for each grade serves as a useful bridge for teachers and others who want to create curriculum that reflects the key shifts within the CCSS while simultaneously preparing their students for the PARCC Assessment System.

Section 1: Narrative Summary of the ELA Standards

The first section highlights the crucial and distinct insights from the ELA/Literacy standards for grades 3-5 and the ELA standards for grades 6-11. This succinct overview of the standards sets the stage for section 2, the Model Content Framework Chart.

Section 2: The Model Content Framework Chart

The second section presents a visual overview of the standards in a particular grade level, noting crucial reading demands and writing emphases for instructional planning. The module chart (an example of which appears below) offers a model of how the standards for a particular grade level could be organized into four instructional modules to aid states and districts in developing instructional tools. As noted above, the Model Content Frameworks offer one way of organizing the standards — in this instance into quarterly modules. Equally successful models could be based around semesters, trimesters or other school schedules.

The Model Content Framework Chart reflects the integrated nature of reading, writing and research (as illustrated by the arrows connecting them). Each module suggests both the number and types of texts that students read and analyze. Students then write about these texts either to express an opinion/make an argument or to inform/explain. They may also use these texts as models or triggers for crafting imaginative narratives or narrative descriptions. In addition, a research task appears in each module.

As indicated by the bar that stretches underneath the chart, the skills of reading, writing, and research rest on a fundamental skill set that includes citing evidence, analyzing content, using correct grammar, acquiring and applying vocabulary, conducting discussions, and reporting findings.[5]

Lastly, it is important to note that the chart is meant to illustrate and provide context for the standards ***but not replace the standards themselves***.

Sample Model Content Framework Chart

Modules	Reading Complex Texts RL/RI.X.10		Writing to Texts W.X.1–6, 9–10, RL/RI.X.1–10			Research Project W.X.1, 2, 4–9, RL/RI.X.1–10
	1 Extended Text	# of Short Texts	Routine Writing	# of Analyses	# of Narratives	1 Research Project
A	Literature	Literature: # Informational texts: #	Develop & convey understanding	Focus on opinions/ arguments	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
B	Informational	Literature: # Informational texts: #	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
C	Literature	Literature: # Informational texts: #	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
D	Informational	Literature: # Informational texts: #	Develop & convey understanding	Focus on opinions/ arguments	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing

For Reading and Writing in Each Module*

Cite evidence RL/RI.X.1	Analyze content RL/RI.X.2–9, SL.X.2–3	Study & apply grammar L.X.1–3, SL.X.6	Study & apply vocabulary L.X.4–6	Conduct discussions SL.X.1	Report findings SL.X.4–6

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

[5] In grades 3-5, the charts also reference the Foundational Skills in Reading.

The Model Content Frameworks permit educators the flexibility to shape the content within the modules in any way that suit their desired purposes and even re-order the modules themselves. Because the knowledge and skills embedded across the four modules address all the standards for a given grade level, the order in which the four modules may be used is not critical. What changes from module to module is the focus and emphasis on the types of texts read and written about; what remains constant across all four modules is the cultivation of students' literacy skills in preparation for college and career readiness as well as the future PARCC assessments.[6]

Section 3: Key Terms and Concepts for the Model Content Framework Chart

This section explains the elements that appear within the Model Content Framework Chart. As noted above, these elements not only play a key role within the standards but also reflect critical emphases that will be addressed within the PARCC Assessment System.

[6] It should be noted that while the modules above articulate a baseline of essential knowledge and skills derived from the standards, they are not intended to limit the types of texts educators may use.

Reading complex texts: The Model Content Frameworks highlight the importance of focusing on the close, sustained analysis of complex text.[7] A significant body of research links the close reading of complex text — whether the student is a struggling reader or advanced — to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness.[8]

Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining its meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. Close, analytic reading entails the careful gathering of observations about a text and careful consideration about what those observations taken together add up to — from the smallest linguistic matters to larger issues of overall understanding and judgment.

Reading complex text also encompasses the productive comparison and synthesis of ideas. Readers use the meaning developed through the analysis of particular words, phrases, sentences and paragraphs to elaborate on the connections among ideas across multiple texts. Once each source is read and understood, students can give attention to integrating what they have recently read with readings they have previously encountered and knowledge they have previously acquired. By drawing on relevant prior knowledge, students can make comparisons between what they have just read to previous learning and assess how the text expands or challenges that knowledge. Comparison and synthesis of ideas across multiple texts allow students to thoroughly demonstrate reading comprehension as defined by the entirety of the reading standards. This type of reading is also essential when conducting research, when students build and present knowledge through integration, comparison, and synthesis of ideas.

Each module in the Model Content Frameworks suggests that educators select a minimum number of grade-level-appropriate short texts of sufficient complexity for close, analytic reading as well as one

[7] Complex text is typified by a combination of longer sentences, a higher proportion of less-frequent words, and a greater number and variety of words with multiple meanings. In higher grade levels, complex text involves higher levels of abstraction, more subtle and multidimensional purposes, and a wider variety of writing styles — all of which place greater demands on working memory. Research has been completed to develop clear, common definitions for measuring text complexity that can be consistent across different curricula and publishers. The measures are based on the principles laid out in Appendix A and have been further developed and refined. The immediate recommendation is for teachers to select texts that are within the appropriate band of complexity (like those listed in Appendix B of the standards), using currently available quantitative measures, and then make keener distinctions using a blend of qualitative measures (such as a text's levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) to determine when to teach a given text. See the addendum to Appendix A that expands upon the three-part model outlined in Appendix A of the CCSS for ELA/Literacy. This model, based on the result of new research on the quantitative dimensions of text complexity called for at the time of the standards' release, blends quantitative and qualitative measures of text complexity and takes into account the reader and task considerations.

[8] Ericcson, K. A., and W. Kintsch. 1993. "The Role of Deliberate Practice in the Acquisition of Expert Performance." *Psychological Review* 100(3):363–406; Plant, E. A., et al. 2005. "Why Study Time Does Not Predict Grade Point Average Across College Students: Implications of Deliberate Practice for Academic Performance." *Contemporary Educational Psychology* 30; Ericcson, K. A., and W. Kintsch. 1999. "The Role of Long Term Working Memory in Text Comprehension." *Psychologia*; Kintsch, W. 2009. "Learning and Constructivism." *Constructivist Instruction: Success or Failure?* eds. Tobias and Duffy. New York: Routledge; Hampton, S., and E. Kintsch. 2009. "Supporting Cumulative Knowledge Building Through Reading." In *Adolescent Literacy, Field Tested: Effective Solutions for Every Classroom*, eds. Parris, Fisher, and Headley. International Reading Association; Heller, R., and C. Greenleaf. 2007. *Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement.* Washington, D.C.: Alliance for Excellent Education; The Education Trust. 2006. *Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students*; ACT. 2006. *Reading Between the Lines*.

extended text.[9] While short texts might include a poem, short story, or magazine article, extended texts might include novels or book-length informational texts, a magazine with a series of related articles or stories, or even a website with multiple related pages of grade-level complex text to navigate. Choosing short texts that complement the extended text will create coherence in a module. Texts could be related any number of ways: they could be conceptually or topically alike, be written by the same author or in the same genre, or even display similar text structures or styles. A primary goal in selecting related shorter texts is to build student knowledge and deepen their understanding of the topic or theme of the extended text.

With regards to selecting which complex texts to read, in lower grades, chosen texts should include content from across the disciplines. In upper grades, content-area teachers are encouraged to consider how best to implement informational reading across the disciplines.[10] Likewise, English teachers at the secondary levels should increase the use of literary nonfiction in their courses. To become career- and college-ready, students must have access to and grapple with works of exceptional content and craft that span many genres, cultures and eras both for the insights they offer and as models for students' own thinking and writing.[11] Texts should be selected from among the best contemporary fiction and nonfiction and from a diverse range of authors and perspectives. These texts should also include classic works that have broad resonance and are alluded to and quoted often, such as foundational literary works, influential political documents, and seminal historical and scientific texts. These complex texts should allow students to draw ample evidence from them and present their analyses in writing and speaking. They should also vary in length, density, and type (including new media texts), requiring students to slow down or read more quickly depending on their purpose for reading. Not only do students need to be able to read closely, but also they need to be able to read larger volumes of text when necessary for research or other purposes.

In addition, all students need access to a wide range of materials on a variety of topics and genres in order to develop their knowledge and joy of reading. Students' classrooms and school libraries need to provide this wide array of texts to ensure that students are regularly and frequently encouraged to independently read texts of their own choosing during and outside of the school day. Independent reading should include texts at a student's independent reading level and texts with complexity levels that are challenging and motivating.

Writing to texts: The Model Content Frameworks reflect the emphasis found in the Writing Standards that students must develop the ability to write effectively and proficiently. While narrative writing is given prominence in early grades, as the grade level increases, the standards (and therefore the Model Content Frameworks) shift the focus to writing arguments or informational pieces that analyze sources (including writing about research students have performed). Studies show that learning to present important information in an organized piece of writing helps students generate a deeper understanding of a text. Indeed, whether taking notes or answering questions about a text, or crafting a summary or an extended response regarding what they have read, students improve both their reading comprehension

[9] Leveled texts that are below grade-band level in complexity are not a substitute; the standards call for students to be reading grade-band-level complex text. Flexibility is built in for educators to build progressions of more complex texts within grade-band levels (e.g., grades 4–5, 6–8, 9–12) that overlap to a limited degree with earlier bands, but reading text from the appropriate band level lies at the core of the Model Content Frameworks.

[10] In elementary grades, there is a 50/50 balance of nonfiction to literary texts across a student's school day, whereas in high school, nonfiction texts are to be more prominently featured in English classes as well as in science, history, and technical classes to maintain a 70/30 balance of nonfiction to literary texts.

[11] An extensive list of grade-level-appropriate complex texts appears in Appendix B of the standards. Though it offers numerous examples, instructors and curriculum planners are encouraged to go beyond this list to select other grade-level complex texts.

and their writing skills when writing in response to texts.[12] Thus, each module includes routine writing in response to prompts designed to answer questions and even to brainstorm ideas — the type of writing critical for improving reading comprehension as well as for building writing skills. This writing can take the form of notes, summaries, learning logs, writing to learn tasks, or even a response to a short text selection or an open-ended question.[13]

Furthermore, each grade-level framework addresses more formal, structured analytic writing that either advances an argument or explains an idea. The Model Content Frameworks are organized with the expectation that students will respond to high-quality, text-dependent prompts about what they have read by framing a debate or informing the reader about what they have learned through writing. Rigorous, text-dependent questions require students to demonstrate that they can follow the details of what is explicitly stated and make valid claims and inferences that square with the evidence in the text. These responses can vary in length based on the questions asked and tasks performed, from answering brief questions to crafting multiparagraph responses in upper grades.

In addition to the analytic and informative/explanatory writing expected of students, the standards also reflect the need for students to write narratives.[14] Narrative writing takes two distinct forms in the standards and the PARCC assessment system: narrative story and narrative description. The narrative story about real or imagined situations and characters uses time as its deep structure. Such writing includes the subgenres of creative fiction, as well as memoirs, anecdotes, biographies, and autobiographies. The narrative description differs from the narrative story in that it is used to create for the reader a vivid impression of a person, phenomenon, event, or procedure under study. For example, in history/social studies, students might write narrative descriptions about individuals and events, selecting from their sources only the most relevant information. In science, students might write narrative descriptions of step-by-step procedures of investigations so that others can replicate their procedures to test their results.

From the importance of organization to the nuance of word choice, shaping narratives that reflect real or imagined experiences or events reinforces what students are learning elsewhere. The close attention to detail required by students to craft an effective and coherent narrative calls on a skill set similar to that being developed by other writing tasks. To tell an interesting story effectively or to provide an accurate description of a historical incident requires students to present vivid, relevant details that situate events in a time and place while crafting a narrative structure that lends coherence and significance to those details. As an easily grasped and widely used way to share information and ideas with others, both narrative story writing connected to texts and narrative descriptions of historical, scientific, or technical events or procedures serve as writing forms that are directly relevant to college and career readiness.

Just as the standards suggest, it is important to include writing under time constraints as well as engaging in longer writing projects that last several days (including possibly requiring students to make revisions to strengthen a piece of writing over multiple drafts). It is also important that students learn

[12] Graham, S., and M. A. Hebert. 2010. *Writing to Read: Evidence for How Writing Can Improve Reading.* A Carnegie Corporation Time to Act Report. Washington, D.C.: Alliance for Excellent Education.

[13] In keeping with the standards, such responses should leverage technology, expanding on more traditional modes of written expression to include using digital sources to draft, revise and edit work as well as to conduct research, including evaluating websites for authenticity and credibility.

[14] In elementary school, akin to the NAEP percentages, students write narratives 35 percent of the time; that amount is reduced gradually to 20 percent in high school.

both to generate writing pieces in response to teacher-provided prompts and to their own prompts, especially as they explore ideas through research. As a result, the array of writing tasks described above will equip students with critical college and career readiness skills: presenting credible evidence from texts, crafting coherent and well-developed prose, and writing clearly with sufficient command of academic English.

Research project: The Model Content Frameworks give special prominence to research tasks, reflecting the deep connection research has to building and integrating knowledge while developing expertise on various topics. When possible, research should connect to texts selected for close readings, requiring students to closely read and compare and synthesize ideas across multiple texts. One avenue within the Model Content Frameworks is to ask students to extend their analytical writing on a text or texts by gathering additional information as part of a research project. Through a progression of research tasks, students are called on to present their findings in a variety of modes in informal and formal contexts appropriate to the grade level (e.g., through oral presentations, argumentative or explanatory compositions, or multimedia products).

For reading and writing in each module: Lastly, each module includes an explanation of the knowledge and skills from citing evidence and analyzing content to applying grammar correctly that connect and support the standards related to reading, writing, and research. This section of the chart emphasizes the critical roles of building content knowledge by learning and using new vocabulary, sharing information by engaging in focused formal and informal discussions, and reporting findings in multiple formats. As demonstrated in the standards, each of these skills is essential when reading and writing about texts. (In grades 3-5, students additionally acquire and develop foundational reading skills throughout the academic year.)

Cite evidence and analyze content: The reading and writing standards highlighted within the Model Content Frameworks stress that students learn to draw sufficient evidence from a range of different types of complex text from across the disciplines. For example, depending on the text, students may be asked to determine the main idea, the point of view, and even the meaning of words and phrases as part of gathering and analyzing evidence.

Understand and apply grammar: The Model Content Frameworks reflect the standards' expectation that students will gain a strong command of the grammar and usage of spoken and written academic English through extensive practice, which is needed to be college- and career-ready.[15] The Model Content Frameworks call for students to be able to discern the difference between a formal and an informal speaking occasion and use appropriate diction and tone.

Understand and apply vocabulary: The Model Content Frameworks encourage a systematic approach to teaching academic vocabulary in context, giving students a sense of the connections and patterns in language and providing them with opportunities to acquire word meanings through reading and listening as well as through writing and speaking.[16] By focusing on academic vocabulary,

[15] Weaver, C., et al. May 2006. "Grammar Intertwined Throughout the Writing Process: An 'Inch Wide and a Mile Deep.'" *English Teaching: Practice and Critique* 5(1): 77–101.

[16] Reflecting the latest research in vocabulary instruction, the standards divide words into three tiers: everyday words such as "boat" and "red" (Tier 1), academic words such as "principle" and "courage" (Tier 2), and domain-specific terminology such as "photosynthesis" (Tier 3). While Tier 1 words are implicitly learned by students and Tier 3 words are terms specific to a discipline and thus typically defined within texts, Tier 2 words provide the critical word knowledge needed for understanding all types of texts. See Appendix A of the Common Core State Standards for a more extensive explanation of the research behind vocabulary acquisition.

or Tier 2 words, students will build fluency, improve reading comprehension, and be more prepared to access a wide range of complex texts.[17] Students will learn to pay attention to the impact of specific word choices when reading and choose words deliberately to shape their own writing and speaking.

Conduct discussions and report findings: Besides having intrinsic value as modes of communication, listening and speaking are necessary prerequisites of reading and writing well, and research shows that oral language competence is strongly predictive of the ease with which students learn to read and write.[18] The Model Content Frameworks reinforce habits of mind that aid in the mastery of the printed word and directly target speaking and listening skills in a purposeful and systematic way. They direct students to learn how to participate effectively in real, substantive discussions around text-related topics and issues to provide them with opportunities to build confidence and extend knowledge regarding a text by connecting their ideas with those of others through reporting their findings.

Foundational reading skills: In addition to the knowledge and skills noted above, based on a substantial body of research, the Model Content Frameworks address the standards' expectation that students in grades 3-5 acquire and develop an understanding of phonics and word analysis skills and build their fluency through independent reading and opportunities to analyze closely how the syntax and meaning of the text influence expression and phrasing.[19]

Section 4: Writing and Speaking and Listening Standards Progressions Charts

The fourth and final section of the Model Content Framework includes two standards progression charts for each grade level: a Writing Standards Progression Chart and a Speaking and Listening Progression Chart. The charts trace (in side-by-side fashion) the changes to the standards between the previous and current grade levels. Each row of the chart is devoted to highlighting the shifts in a single standard. Below is a sample of an overview chart for Writing Standard 1 in grade 5:

Grade 4, Standard 1 (W.4.1)	**Grade 5, Standard 1 (W.5.1)**
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently,

[17] National Institute of Child Health and Human Development. 2000. *Report of the National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. NIH Publication No. 00-4769. Washington, D.C.: U.S. Government Printing Office.

[18] Pence, K. L., and L. M. Justice. 2007. *Language Development from Theory To Practice*. Upper Saddle River, N.J.: Prentice-Hall; Sticht, T. G., and J. H. James. 1984. "Listening and Reading." In *Handbook of Reading Research*, eds. Pearson et al., 1:293–317. White Plains, N.Y.: Longman.

[19] National Institute of Child Health and Human Development. 2000. *Report of the National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. NIH Publication No. 00-4769. Washington, D.C.: U.S. Government Printing Office.

addition). d. Provide a concluding statement or section related to the opinion presented.	specifically). d. Provide a concluding statement or section related to the opinion presented.

Literacy Standards for Other Disciplines and the Model Content Frameworks

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is the idea that instruction in reading, writing, speaking, listening, and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Because each discipline acquires, develops, and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. Accordingly, educators in all disciplines bear some responsibility for ensuring the literacy of the students in their classes. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into instructional programming.

The standards for grades 3-5 include expectations regarding reading, writing, speaking, listening, and language that apply to a range of subjects, *including but not limited to English language arts*. Accordingly, in the Model Content Frameworks for grades 3-5, some texts will involve reading from across the disciplines. The standards for grades 6-12 include standards for ELA and separate but closely related literacy standards for history/social studies, science, and technical subjects. This dual set of standards reflects the primary role ELA teachers have in developing students' literacy skills while acknowledging that teachers in other disciplines play a critical role in developing student literacy. History/social studies, science, and technical subject teachers are encouraged to review the Model Content Frameworks collaboratively with ELA teachers to coordinate literacy instruction, especially in the key areas of reading and writing.

Using the Model Content Frameworks to Support All Students

It is critical that all students are able to demonstrate mastery of the skills and knowledge described in the standards. PARCC recognizes the importance of equity, access, and fairness in its assessments and aligned materials. To help meet these goals, PARCC will work with its Accessibility, Accommodations and Fairness Technical Working Group — a group of national experts — throughout the development process to ensure the learning experience of all students, including students with disabilities and English Language Learners, is aligned to the high expectations of the standards.

Conclusion

Guided by the above considerations, the Model Content Frameworks offered in this document present the standards in an integrated fashion that will be useful for curriculum developers and teachers alike, while providing insight and guidance for the development of the PARCC Assessment System. By systematically weaving together the standards into modules that progressively develop student understanding from grade 3 through grade 11, the Model Content Frameworks reflect the key shifts in the CCSS by offering one way of envisioning how to emphasize the critical advances in the standards by focusing on essential knowledge and skills that students must develop for college and career readiness.[20]

[20] The key shifts in the standards include 1) Regular practice with complex texts and its academic language, 2) Reading, writing, speaking, and listening grounded in evidence from texts, literary and informational, and 3) Building knowledge through content-rich nonfiction.

Mississippi College and Career Readiness Standards for English Language Arts

Grades K-2

Kindergarten

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature	
Key Ideas and Details	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure	
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas	
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.8	Not applicable to literature.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Text Complexity	
RL.K.10	Actively engage in group reading activities with purpose and understanding.

Kindergarten

Reading Informational Text	
Key Ideas and Details	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	
RI.K.10	Actively engage in group reading activities with purpose and understanding.

Kindergarten

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills	
Print Concepts	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1a	Follow words from left to right, top to bottom, and page by page.
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1c	Understand that words are separated by spaces in print.
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2a	Recognize and produce rhyming words.
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
RF.K.3b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Kindergarten

RF.K.3c	Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency	
RF.K.4	Read emergent-reader texts with purpose and understanding.

Kindergarten

The following standards for Kindergarten offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.

Writing	
Text Types and Purposes	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Production and Distribution of Writing	
W.K.4	Begins in grade 3.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.K.9	Begins in grade 4.
Range of Writing	
W.K.10	Begins in grade 3.

Kindergarten

The following standards for Kindergarten offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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

Kindergarten

The following standards for grades Kindergarten offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Language	
Conventions of Standard English	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1a	Print many upper- and lowercase letters.
L.K.1b	Use frequently occurring nouns and verbs.
L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
L.K.1d	Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
L.K.1e	Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
L.K.1f	Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2a	Capitalize the first word in a sentence and the pronoun *I*.
L.K.2b	Recognize and name end punctuation.
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Knowledge of Language	
L.K.3	Begins in grade 2.
Vocabulary Acquisition and Use	
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
L.K.4b	Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Kindergarten

L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

First Grade

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature	
Key Ideas and Details	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
Craft and Structure	
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6	Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.8	Not applicable to literature.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity	
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

First Grade

Reading Informational Text	
Key Ideas and Details	
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.

First Grade

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills	
Print Concepts	
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and Word Recognition	
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3b	Decode regularly spelled one-syllable words
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3f	Read words with inflectional endings.
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.

First Grade

Fluency	
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a	Read grade-level text with purpose and understanding.
RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

First Grade

The following standards for Grade 1 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.

Writing	
Text Types and Purposes	
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Production and Distribution of Writing	
W.1.4	Begins in grade 3.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.1.9	Begins in grade 4.
Range of Writing	
W.1.10	Begins in grade 3.

First Grade

The following standards for Grade 1 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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

First Grade

The following standards for Grade 1 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Language	
Conventions of Standard English	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.1a	Print all upper- and lowercase letters.
L.1.1b	Use common, proper, and possessive nouns.
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.1.1f	Use frequently occurring adjectives.
L.1.1g	Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
L.1.1h	Use determiners (e.g., articles, demonstratives).
L.1.1i	Use frequently occurring prepositions (e.g., *during, beyond, toward).*
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2a	Capitalize dates and names of people.
L.1.2b	Use end punctuation for sentences.
L.1.2c	Use commas in dates and to separate single words in a series.
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Knowledge of Language	
L.1.3	Begins in grade 2.

First Grade

Vocabulary Acquisition and Use	
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.
L.1.4c	Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.1.5b	Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Second Grade

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature	
Key Ideas and Details	
RL.2.1	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.
Craft and Structure	
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas	
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.8	(not applicable to literature)
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Second Grade

Reading Informational Text	
Key Ideas and Details	
RI.2.1	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure	
RI.2.4	Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity	
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Second Grade

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills	
Print Concepts	
Not applicable in grade 2.	
Phonological Awareness	
Not applicable in grade 2.	
Phonics and Word Recognition	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3d	Decode words with common prefixes and suffixes.
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.
Fluency	
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a	Read grade-level text with purpose and understanding.
RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Second Grade

The following standards for Grade 2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.

Writing	
Text Types and Purposes	
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing	
W.2.4	Begins in grade 3.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.9	Begins in grade 4.
Range of Writing	
W.2.10	Begins in grade 3.

Second Grade

The following standards for Grade 2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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

Second Grade

The following standards for Grade 2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Language	
Conventions of Standard English	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1a	Use collective nouns (e.g., *group*).
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
L.2.1c	Use reflexive pronouns (e.g., *myself, ourselves*).
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2a	Capitalize holidays, product names, and geographic names.
L.2.2b	Use commas in greetings and closings of letters.
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.3a	Compare formal and informal uses of English.
Vocabulary Acquisition and Use	
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

Second Grade

L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.5a	Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Mississippi College and Career Readiness Standards for English Language Arts

Grades 3-5

Third Grade

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature	
Key Ideas and Details	
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	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.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure	
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas	
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.8	(not applicable to literature)
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

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Reading Informational Text	
Key Ideas and Details	
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure	
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas	
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Third Grade

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills	
Print Concepts	
Not applicable in grade 3.	
Phonological Awareness	
Not applicable in grade 3.	
Phonics and Word Recognition	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	Decode words with common Latin suffixes.
RF.3.3c	Decode multisyllable words.
RF.3.3d	Read grade-appropriate irregularly spelled words.
Fluency	
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read grade-level text with purpose and understanding.
RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Third Grade

The following standards for Grade 3 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.

Writing	
Text Types and Purposes	
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
W.3.1d	Provide a concluding statement or section.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2b	Develop the topic with facts, definitions, and details.
W.3.2c	Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
W.3.2d	Provide a concluding statement or section.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3c	Use temporal words and phrases to signal event order.
W.3.3d	Provide a sense of closure.
Production and Distribution of Writing	
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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W.3.5	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 Language standards 1-3 up to and including grade 3).
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Research to Build and Present Knowledge	
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.9	Begins in grade 4.
Range of Writing	
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Third Grade

The following standards for Grade 3 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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

Third Grade

The following standards for Grade 3 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Language	
Conventions of Standard English	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1b	Form and use regular and irregular plural nouns.
L.3.1c	Use abstract nouns (e.g., childhood).
L.3.1d	Form and use regular and irregular verbs.
L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1h	Use coordinating and subordinating conjunctions.
L.3.1i	Produce simple, compound, and complex sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2a	Capitalize appropriate words in titles.
L.3.2b	Use commas in addresses.
L.3.2c	Use commas and quotation marks in dialogue.
L.3.2d	Form and use possessives.
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
L.3.2f	Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

PARCC Model Content Framework for ELA/Literacy for Grade 3

Narrative Summary of ELA/Literacy Standards for Grade 3

The Common Core State Standards call for students in grade 3 to proficiently read grade-appropriate complex literature and informational text (RL/RI.3.10) such that they can ask and answer questions by referring explicitly to a text (RL/RI.3.1). Students delve deeply into texts to uncover both the central message and supporting details, identifying the logical connections between sentences and paragraphs in a text. They can compare and contrast two or more works with the same topic, author, or character, describing the traits, motivations, and feelings of characters or how ideas relate to one another. Additional Standards for Reading Literature (RL.3.2–9) and Standards for Reading Informational Text (RI.3.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Helping students understand what they read is a crucial element of grade 3. In grades K-2, children begin to master the decoding skills described in the Standards for Reading: Foundational Skills. Students in grade 3 use these emerging skills to negotiate multisyllabic words, which in turn increases their fluency and confidence when reading new and unfamiliar material. Students emerge from grade 3 with an ever-expanding academic vocabulary that they use in their writing and speaking.

In support of the reading standards, students are taught to ask questions of a speaker or classmate to deepen understanding of the material in ways elaborated in the Standards for Speaking and Listening. Students read aloud fluently and offer appropriate elaboration on the ideas of classmates, building on what has been said before.

Two new Writing Standards (W.3.4 and W.3.10) are introduced in grade 3. They call for students to develop and organize writing in a manner appropriate to the task and purpose and to write routinely for a range of timeframes and contexts. Gaining expertise at writing narratives teaches students to describe accurately what happened and helps them recognize and select the most relevant information when reading. Students' readings of history and science texts provide models of connecting and sequencing ideas when writing to inform/explain or to express an opinion. In all student writing, the use of specific facts and descriptive details is emphasized, as is correct spelling and punctuation.

There are two additional instructional priorities to address over the course of grade 3 regarding the foundational skills of reading:

1. Grade 3 is a pivotal year for students to build their word analysis skills so that they are reliably able to make sense of multisyllabic words in books (RF.3.3).

2. Reading fluency assessments administered at the start of the year (and throughout the year as necessary) should be used to determine a student's fluency level. Students who have not yet achieved grade-level fluency and students learning English will need direct fluency instruction. Like their more proficient peers, they will need opportunities to build fluency through independent reading and opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing (RF.3.4).

ELA/Literacy Model Content Framework Chart for Grade 3

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year.[21] As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).

Modules	Reading Complex Texts RL/RI.3.10		Writing to Texts W.3.1–6, 9–10, RL/RI.3.1–10			Research Project W.3.1, 2, 4–9, RL/RI.3.1–10
	1 Extended Text	5–9 Short Texts	Routine Writing	2 Analyses	1–2 Narratives	1 Research Project
A	Literature	Myths/fables: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on opinions	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
B	Informational	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
C	Literature	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
D	Informational	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on opinions	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing

For Reading and Writing in Each Module*

Cite evidence RL/RI.3.1	Analyze content RL/RI.3.2–9, SL.3.2–3	Study & apply grammar L.3.1–3, SL.3.6	Study & apply vocabulary L.3.4–6	Conduct discussions SL.3.1	Report findings SL.3.4–6

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

Reading: Foundational Skills

Phonics & word recognition RF.3.3	Fluency RF.3.4

[21] The Common Core State Standards K-5 section is written to reflect "the fact that most or all of the instruction students in these grades receive comes from one teacher" (introduction to the Common Core State Standards, page 8). Therefore, most elementary grades are self-contained and thus include reading across the curriculum — hence the higher number of short texts in grades 3-5 than in grades 6-12.

Key Terms and Concepts for Grade 3 ELA/Literacy Model Content Framework Chart

Reading Complex Texts

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of **50 percent** informational text and **50 percent** literature that students are expected to read, including reading in ELA, science, social studies, and the arts.

Five to nine short texts from across the curriculum: Selections would include short texts from across the curriculum of sufficient complexity for close reading (with emphasis in one module on reading myths/fables) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking.[22] (Though the chart shows the module with myths/fables first, this is only an example of how one might organize the modules; some educators may want to emphasize the reading of Greek myths later in the academic year). Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, folktales, legends, fables, fantasy, realistic fiction, and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks, and free verse (Common Core State Standards, page 31).
- **Informational texts** include biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts, or maps; and digital sources on a range of topics written for a broad audience (Common Core State Standards, page 31).

One extended text: This should be an extended, full-length work of literature (such as a novel or a play) or longer informational text, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text; compare and synthesize ideas across other related texts; conduct text-focused discussions; and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing to Texts

The balance of student writing should be **65 percent analytical** (30 percent opinions and 35 percent to explain/inform) and 35 percent narrative with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[23]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions,

[22] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the Common Core State Standards.

[23] To help curriculum developers and teachers plan, a Writing Standards Progression Chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grades.

builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content and to develop needed proficiencies in analysis.

At least two analyses per module: All analytic writing should put a premium on using evidence (RL/RI.3.1), as well as on crafting works that display some logical integration and coherence (W.3.4, W.3.5 and L.3.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting longer responses, allowing teachers to assess students' ability to paraphrase, infer, and ultimately integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that share findings from the research project.

One or two narratives per module: Narrative writing offers students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

Research Project

Each module includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem, or issue. This task should entail integrating knowledge about a topic drawn from one or more texts from the module, taking brief notes on sources, and sorting evidence into provided categories. Students can present their findings in a variety of modes in both informal and more formal contexts.[24]

For Reading and Writing in Each Module

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close, analytic reading is to be able to discern and cite evidence from the text to support assertions. In grade 3, students should refer explicitly to the text as the basis for answers (RL/RI.3.1).

Analyze content: The content of each text should determine which standards (RL/RI.3.2–9 and SL.3.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.3.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.3.4–6).[25] Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words

[24] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[25] For a definition of Tier 2 words, see the introduction to the Model Content Frameworks and Appendix A, pages 33–35.

effectively when writing and speaking.

Conduct discussions: Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led), enabling them to ask questions to check their understanding and stay on topic while explaining their own understanding in light of the discussion (SL.3.1).

Report findings: Students should tell a story, recount an experience, or report on a topic or text with appropriate facts and descriptive details, speaking clearly, at an appropriate pace (SL.3.4–6).

For Reading Foundation Skills in Each Module

In each module, students are expected to recognize words and read with fluency through the lenses of the following skills rooted in the standards.

Decode words: Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts (RF.3.3).

Read fluently: Students should be able to read with accuracy and fluency to be able to comprehend texts sufficiently (RF.3.4).

Writing Standards Progression from Grade 2 to Grade 3

In grade 3, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, with guidance and support from adults, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.3.1–3).

Specific changes in the Writing Standards from grade 2 to grade 3 are highlighted in the chart below:

Grade 2, Standard 1 (W.2.1)	**Grade 3, Standard 1 (W.3.1)**
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section.
Grade 2, Standard 2 (W.2.2)	**Grade 3, Standard 2 (W.3.2)**
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

	b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section.
Grade 2, Standard 3 (W.2.3)	**Grade 3, Standard 3 (W.3.3)**
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
Grade 2, Standard 4	**Grade 3, Standard 4 (W.3.4)**
(Begins in grade 3)	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Grade 2, Standard 5 (W.2.5)	**Grade 3, Standard 5 (W.3.5)**
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	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 Language standards 1–3 up to and including grade 3 on pages 28 and 29.)
Grade 2, Standard 6 (W.2.6)	**Grade 3, Standard 6 (W.3.6)**
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Grade 2, Standard 7 (W.2.7)	**Grade 3, Standard 7 (W.3.7)**
Participate in shared research and writing projects (e.g., read a number of books on a single topic to	Conduct short research projects that build knowledge about a topic.

produce a report; record science observations).	
Grade 2, Standard 8 (W.2.8)	**Grade 3, Standard 8 (W.3.8)**
Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Grade 2, Standard 9	**Grade 3, Standard 9**
(Begins in grade 4)	(Begins in grade 4)
Grade 2, Standard 10	**Grade 3, Standard 10 (W.3.10)**
(Begins in grade 3)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Progression from Grade 2 to Grade 3

In grade 3, students speak with growing maturity to convey ideas and information clearly. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 2 to grade 3 are highlighted in the chart below:

Grade 2, Standard 1 (SL.2.1)	**Grade 3, Standard 1 (SL.3.1)**
Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of

	others. d. Explain their own ideas and understanding in light of the discussion.
Grade 2, Standard 2 (SL.2.2)	**Grade 3, Standard 2 (SL.3.2)**
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade 2, Standard 3 (SL.2.3)	**Grade 3, Standard 3 (SL.3.3)**
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Grade 2, Standard 4 (SL.2.4)	**Grade 3, Standard 4 (SL.3.4)**
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	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.
Grade 2, Standard 5 (SL.2.5)	**Grade 3, Standard 5 (SL.3.5)**
Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Grade 2, Standard 6 (SL.2.6)	**Grade 3, Standard 6 (SL.3.6)**
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26–27 for specific expectations.)	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28–29 for specific expectations.)

Fourth Grade

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature	
Key Ideas and Details	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Craft and Structure	
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Integration of Knowledge and Ideas	
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.8	Not applicable to literature.
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Range of Reading and Level of Text Complexity	
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Fourth Grade

Reading Informational Text	
Key Ideas and Details	
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Craft and Structure	
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas	
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Fourth Grade

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills	
Print Concepts	
Not applicable in grade 4.	
Phonological Awareness	
Not applicable in grade 4.	
Phonics and Word Recognition	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4a	Read grade-level text with purpose and understanding.
RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fourth Grade

The following standards for Grade 4 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.

Writing	
Text Types and Purposes	
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.1b	Provide reasons that are supported by facts and details.
W.4.1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
W.4.1d	Provide a concluding statement or section related to the opinion presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2e	Provide a concluding statement or section related to the information or explanation presented.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.4.5	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 Language standards 1-3 up to and including grade 4.)
W.4.6	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 keyboarding skills to type a minimum of one page in a single sitting.
Research to Build and Present Knowledge	
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.9a	Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
W.4.9b	Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
Range of Writing	
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Fourth Grade

The following standards for Grade 4 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas	
SL.4.4	Report on a topic 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.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

Fourth Grade

The following standards for Grade 4 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L.4.1e	Form and use prepositional phrases.
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).*
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.2a	Use correct capitalization.
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language	
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.3a	Choose words and phrases to convey ideas precisely.*
L.4.3b	Choose punctuation for effect.*

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

PARCC Model Content Framework for ELA/Literacy for Grade 4

Narrative Summary of ELA/Literacy Standards for Grade 4

The Common Core State Standards call for students in grade 4 to continue to build their stamina and skill to proficiently read challenging, grade-appropriate complex literature and informational text (RL/RI.4.10) such that they can draw on or infer specific details and examples from the text (RL/RI.4.1). Students perform specific tasks targeted in the standards, from describing how focusing on different details affects a text to summarizing both the main and supporting ideas, explaining what happened and why, and recognizing allusions to significant characters found in mythology. They are expected to offer reasons and evidence to support particular points being made in a single text and integrate information from two texts on the same topic or theme (including traditional literature from different cultures). Additional Standards for Reading Literature (RL.4.2–9) and Standards for Reading Informational Text (RI.4.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

When participating in class, students should both paraphrase accurately and respond effectively with information during discussions in ways elaborated in the Standards for Speaking and Listening. Reading complex texts that range across literature, history, the arts, and the sciences will also build the vocabulary skills of students as well as improve their fluency and confidence, leading to success in later grades.

One new Writing Standard that begins in grade 4 supports the close connection between reading and writing (W.4.9). It requires students to draw evidence from literary and informational texts to support analysis, reflection, and research. Students should be able to produce a variety of written texts, including opinion pieces, explanations, narratives, and short research projects — each of which presents evidence in an organized fashion to clarify the topic under discussion for the intended audience.

The Standards for Reading: Foundational Skills specifies that in addition to the continued development of word analysis skills (RF.4.3), reading fluency assessments administered at the start of the year (and throughout the year as necessary) should be used to determine a student's fluency level. Students not yet fluent and students learning English will need direct fluency instruction. Like their more proficient peers, they will need opportunities to build fluency through independent reading and opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing (RF.4.4).

ELA/Literacy Model Content Framework Chart for Grade 4

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year.[26] As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).

Modules	Reading Complex Texts RL/RI.4.10		Writing to Texts W.4.1–6, 9–10, RL/RI.4.1–10			Research Project W.4.1, 2, 4–9, RL/RI.4.1–10
	1 Extended Text	5–9 Short Texts	Routine Writing	3–4 Analyses	2–3 Narratives	1 Research Project
A	Literature	Greek myths: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on opinions	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
B	Informational	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
C	Literature	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
D	Informational	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on opinions	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing

For Reading and Writing in Each Module*

Cite evidence RL/RI.4.1	Analyze content RL/RI.4.2–9, SL.4.2–3	Study & apply grammar L.4.1–3, SL.4.6	Study & apply vocabulary L.4.4–6	Conduct discussions SL.4.1	Report findings SL.4.4–6

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

Reading: Foundational Skills

Phonics & word recognition RF.4.3	Fluency RF.4.4

Key Terms and Concepts for Grade 4 ELA/Literacy Model Content Framework Chart

Reading Complex Texts

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of **50 percent** informational text and **50 percent** literature that students are expected to read, including reading in ELA, science, social studies, and the arts.

Five to nine short texts from across the curriculum: Selections would include short texts of sufficient

[26] The Common Core State Standards K-5 section is written to reflect "the fact that most or all of the instruction students in these grades receive comes from one teacher" (introduction to Common Core State Standards, page 8). Therefore, most elementary grades are self-contained and thus include reading across the curriculum — hence the higher number of short texts in grades 3-5 than in grades 6-12.

complexity for close reading (with emphasis in one module on reading Greek myths) that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.[27] (Though the chart shows the module with Greek myths first, this is only an example of how one might organize the modules; some educators may want to emphasize the reading of Greek myths later in the academic year.) Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks, and free verse (Common Core State Standards, page 31).

- **Informational texts** include biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience (Common Core State Standards, page 31).

One extended text: This should be an extended, full-length work of literature (such as a novel or a play) or longer informational text, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text; compare and synthesize ideas from across other related texts; conduct text-focused discussions; and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing to Texts

The balance of student writing should be **65 percent analytical** (30 percent opinions and 35 percent to explain/inform) and **35 percent narrative,** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[28]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content and to develop needed proficiencies in analysis.

At least three to four analyses per module: All analytic writing should put a premium on using evidence (RL/RI.4.1 and W.4.9), as well as on crafting works that display a degree of logical integration and coherence (W.4.4, W.4.5 and L.4.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multiparagraph responses, allowing teachers to assess students' ability to paraphrase, infer, and ultimately integrate

[27] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the Common Core State Standards.

[28] To help curriculum developers and teachers plan, a Writing Standards Progression Chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grades.

the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that share findings from the research project.

Two or three narratives per module: Narrative writing offers students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

Research Project

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[29]

For Reading and Writing in Each Module

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close, analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 4, students should refer to details and examples from the text when explaining what the text says explicitly and when drawing inferences from the text (RL/RI.4.1).

Analyze content: The content of each text should determine which standards (RL/RI.4.2–9 and SL.4.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.4.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.4.4–6).[30] Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led), enabling them to build effectively on one another's ideas while clearly explaining their own (SL.4.1).

Report findings: Students should orally tell a story, recount an experience, or report on a topic or text in an organized manner using appropriate facts and relevant, descriptive details to support

[29] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[30] For a definition of Tier 2 words, see the introduction to the Model Content Frameworks and Appendix A, pages 33–35.

main ideas or themes while speaking clearly, at an appropriate pace (SL.4.4–6).

For Reading Foundation Skills in Each Module

In each module, students are expected to recognize words and read with fluency through the lenses of the following skills rooted in the standards.

Decode words: Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts (RF.4.3).

Read fluently: Students should be able to read with accuracy and fluency to be able to comprehend texts sufficiently (RF.4.4).

Writing Standards Progression from Grade 3 to Grade 4

In grade 4, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to demonstrate sufficient keyboarding skills to type a minimum of one page in a single sitting. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.4.1–3).

Specific changes in the Writing Standards from grade 3 to grade 4 are highlighted in the chart below:

Grade 3, Standard 1 (W.3.1)	**Grade 4, Standard 1 (W.4.1)**
Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.
Grade 3, Standard 2 (W.3.2)	**Grade 4, Standard 2 (W.4.2)**
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also,*	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions,

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another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
Grade 3, Standard 3 (W.3.3)	**Grade 4, Standard 3 (W.4.3)**
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
Grade 3, Standard 4 (W.3.4)	**Grade 4, Standard 4 (W.4.4)**
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Grade 3, Standard 5 (W.3.5)	**Grade 4, Standard 5 (W.4.5)**
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	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

Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
Grade 3, Standard 6 (W.3.6)	**Grade 4, Standard 6 (W.4.6)**
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	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 keyboarding skills to type a minimum of one page in a single sitting.
Grade 3, Standard 7 (W.3.7)	**Grade 4, Standard 7 (W.4.7)**
Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Grade 3, Standard 8 (W.3.8)	**Grade 4, Standard 8 (W.4.8)**
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
Grade 3, Standard 9	**Grade 4, Standard 9 (W.4.9)**
(Begins in grade 4)	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
Grade 3, Standard 10 (W.3.10)	**Grade 4, Standard 10 (W.4.10)**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Progression from Grade 3 to Grade 4

In grade 4, students speak (both in informal discussions and in more formal presentations) with growing maturity to convey ideas and information both clearly and persuasively. Students are simultaneously

developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 3 to grade 4 are highlighted in the chart below:

Grade 3, Standard 1 (SL.3.1)	**Grade 4, Standard 1 (SL.4.1)**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
Grade 3, Standard 2 (SL.3.2)	**Grade 4, Standard 2 (SL.4.2)**
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade 3, Standard 3 (SL.3.3)	**Grade 4, Standard 3 (SL.4.3)**
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Identify the reasons and evidence a speaker provides to support particular points.
Grade 3, Standard 4 (SL.3.4)	**Grade 4, Standard 4 (SL.4.4)**
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.	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.
Grade 3, Standard 5 (SL.3.5)	**Grade 4, Standard 5 (SL.4.5)**
Create engaging audio recordings of stories or	Add audio recordings and visual displays to

poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	presentations when appropriate to enhance the development of main ideas or themes.
Grade 3, Standard 6 (SL.3.6)	**Grade 4, Standard 6 (SL.4.6)**
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28–29 for specific expectations.)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on pages 28–29 for specific expectations.)

Fifth Grade

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature	
Key Ideas and Details	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure	
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas	
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.8	Not applicable to literature.
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

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Reading Informational Text	
Key Ideas and Details	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure	
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas	
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Fifth Grade

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills	
Print Concepts	
Not applicable in grade 5.	
Phonological Awareness	
Not applicable in grade 5.	
Phonics and Word Recognition	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4a	Read grade-level text with purpose and understanding.
RF.5.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fifth Grade

The following standards for Grade 5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.

Writing	
Text Types and Purposes	
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1b	Provide logically ordered reasons that are supported by facts and details.
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.5.1d	Provide a concluding statement or section related to the opinion presented.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

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W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With 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 Language standards 1-3 up to and including grade 5.)
W.5.6	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 keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge	
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9a	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
W.5.9b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
Range of Writing	
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Fifth Grade

The following standards for Grade 5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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

Fifth Grade

The following standards for Grade 5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*
L.5.1e	Use correlative conjunctions (e.g., either/or, neither/nor).
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2a	Use punctuation to separate items in a series.*
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language	
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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Vocabulary Acquisition and Use	
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5a	Interpret figurative language, including similes and metaphors, in context.
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

PARCC Model Content Framework for ELA/Literacy for Grade 5

Narrative Summary of ELA/Literacy Standards for Grade 5

Guided by the Common Core State Standards, students in grade 5 will read widely and deeply from a range of high-quality, increasingly challenging literature and informational text from diverse cultures and different time periods (RL/RI.5.10) such that they will be able to quote accurately and explicitly to support inferences (RL/RI.5.1). Students delve deeply into texts and build their knowledge base about different subjects through identifying and assessing evidence as well as accurately paraphrasing reading materials by citing key details. They can explain how elements of a story or text interact and describe how different points of view influence the description of events. Students also learn how to trace the development of a topic in texts of the same genre and integrate the information they glean. Additional Standards for Reading Literature (RL.5.2–9) and Standards for Reading Informational Text (RI.5.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

In discussions, not only will students be able to contribute accurate and relevant information and comment on the remarks of others (as specified by the Standards in Speaking and Listening), but also they will be able to synthesize what they read from multiple sources. Gaining practice at acquiring and employing precise words is a critical element of their development this year.

Throughout grade 5, students conduct research and write multiparagraph stories and essays, working on employing detailed descriptions, providing ample evidence, and grouping related information as specified by the Writing Standards. Students will respond critically to both literary and informational sources over the course of the year, writing both short- and long-form pieces while honing their appreciation for the nuances of grammar, usage, and punctuation. Revision and editing will play a bigger role in their writing as well.

The Standards for Reading: Foundational Skills specifies that in addition to continuing to build their word analysis skills (RF.5.3), the reading fluency of students should be assessed at the start of the year to determine their fluency level and then rechecked during the course of the year. Students not yet fluent and students learning English will need direct fluency instruction. Like their more proficient peers, they will need opportunities to build fluency through independent reading and opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing (RF.5.4).

ELA/Literacy Model Content Framework Chart for Grade 5

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year.[31] As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).

Modules	Reading Complex Texts RL/RI.5.10		Writing to Texts W.5.1–6, 9–10, RL/RI.5.1–10			Research Project W.5.1, 2, 4–9, RL/RI.5.1–10
	1 Extended Text	5–9 Short Texts	Routine Writing	3–5 Analyses	2–3 Narratives	1 Research Project
A	Literature	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on opinions	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
B	Informational	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
C	Literature	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
D	Informational	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Develop & convey understanding	Focus on opinions	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing

For Reading and Writing in Each Module*

Cite evidence RL/RI.5.1	Analyze content RL/RI.5.2–9, SL.5.2–3	Study & apply grammar L.5.1–3, SL.5.6	Study & apply vocabulary L.5.4–6	Conduct discussions SL.5.1	Report findings SL.5.4–6

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

Reading: Foundational Skills

Phonics & word recognition RF.5.3	Fluency RF.5.4

Key Terms and Concepts for Grade 5 ELA/Literacy Model Content Framework Chart

Reading Complex Texts

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of **50 percent** informational text and **50 percent** literature that students are expected to read, including reading in ELA, science, social studies, and the arts.

Five to nine short texts from across the curriculum: Selections would include short texts of sufficient complexity for close reading that would allow students to draw ample evidence from the texts and

[31] The Common Core State Standards K-5 section is written to reflect "the fact that most or all of the instruction students in these grades receive comes from one teacher" (introduction to Common Core State Standards, page 8). Therefore, most elementary grades are self-contained and thus include reading across the curriculum — hence the higher number of short texts in grades 3-5 than in grades 6-12.

present their analyses in writing as well as through speaking.[32] Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, folktales, legends, fables, fantasy, realistic fiction, myth and drama, as well as nursery rhymes, narrative poems, limericks, and free verse (Common Core State Standards, page 31).

- **Informational texts** include biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts, or maps; and digital sources on a range of topics written for a broad audience (Common Core State Standards, page 31).

One extended text: This should be an extended, full-length work of literature (such as a novel or a play) or longer informational text, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text; compare and synthesize ideas across other related texts; conduct text-focused discussions; and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing to Texts

The balance of student writing should be **65 percent analytical** (30 percent opinion and 35 percent to explain/inform) and **35 percent narrative,** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[33]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure, and content and to develop needed proficiencies in analysis.

At least three to five analyses per module: All analytic writing should put a premium on using evidence (RL/RI.5.1 and W.5.9) as well as on crafting works that display a degree of logical integration and coherence (W.5.4, W.5.5 and L.5.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multiparagraph responses, allowing teachers to assess students' ability to paraphrase, infer, and integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should

[32] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the Common Core State Standards.

[33] To help curriculum developers and teachers plan, a Writing Standards Progression Chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grades.

include comparative analysis and compositions that share findings from the research project.

Two or three narratives per module: Narrative writing offers students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

Research Project

Each module includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to have performed research that includes listing sources and summarizing or paraphrasing findings. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[34]

For Reading and Writing in Each Module

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close, analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 5, students should quote accurately from a text when both explicitly explaining the text and making inferences (RL/RI.5.1).

Analyze content: The content of each text should determine which standards (RL/RI.5.2–9 and SL.5.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.5.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.5.4–6).[35] Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led), enabling them to elaborate on the points of others while clearly explaining their own. They should review key ideas expressed and draw conclusions based on the information gained from the discussions (SL.5.1).

Report findings: Students should report on a topic or a text, sequencing ideas logically with

[34] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[35] For a definition of Tier 2 words, see the introduction to the Model Content Frameworks and Appendix A, pages 33–35.

appropriate facts and details and an eye toward the needs of the audience by speaking clearly, at an appropriate pace (SL.5.4–6).

For Reading Foundation Skills in Each Module

In each module, students are expected to recognize words and read with fluency through the lenses of the following skills rooted in the standards.

Decode words: Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts (RF.5.3).

Read fluently: Students should be able to read with accuracy and fluency to be able to comprehend texts sufficiently (RF.5.4).

Writing Standards Progression from Grade 4 to Grade 5

In grade 5, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to demonstrate sufficient keyboarding skills to type a minimum of two pages in a single sitting. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.5.1–3).

Specific changes in the Writing Standards from grade 4 to grade 5 are highlighted in the chart below:

Grade 4, Standard 1 (W.4.1)	**Grade 5, Standard 1 (W.5.1)**
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
Grade 4, Standard 2 (W.4.2)	**Grade 5, Standard 2 (W.5.2)**
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
Grade 4, Standard 3 (W.4.3)	**Grade 5, Standard 3 (W.5.3)**
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
Grade 4, Standard 4 (W.4.4)	**Grade 5, Standard 4 (W.5.4)**
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Grade 4, Standard 5 (W.4.5)	**Grade 5, Standard 5 (W.5.5)**

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 Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	With 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 Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
Grade 4, Standard 6 (W.4.6)	**Grade 5, Standard 6 (W.5.6)**
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 keyboarding skills to type a minimum of one page in a single sitting.	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 keyboarding skills to type a minimum of two pages in a single sitting.
Grade 4, Standard 7 (W.4.7)	**Grade 5, Standard 7 (W.5.7)**
Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Grade 4, Standard 8 (W.4.8)	**Grade 5, Standard 8 (W.5.8)**
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	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.
Grade 4, Standard 9 (W.4.9)	**Grade 5, Standard 9 (W.5.9)**
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
Grade 4, Standard 10 (W.4.10)	**Grade 5, Standard 10 (W.5.10)**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a

range of discipline-specific tasks, purposes, and audiences.	range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Progression from Grade 4 to Grade 5

In grade 5, students speak (both in informal discussions and in more formal presentations) with growing maturity to convey ideas and information both clearly and persuasively. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 4 to grade 5 are highlighted in the chart below:

Grade 4, Standard 1 (SL.4.1)	**Grade 5, Standard 1 (SL.5.1)**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Grade 4, Standard 2 (SL.4.2)	**Grade 5, Standard 2 (SL.5.2)**
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade 4, Standard 3 (SL.4.3)	**Grade 5, Standard 3 (SL.5.3)**
Identify the reasons and evidence a speaker provides to support particular points.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Grade 4, Standard 4 (SL.4.4)	**Grade 5, Standard 4 (SL.5.4)**
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support

to support main ideas or themes; speak clearly at an understandable pace.	main ideas or themes; speak clearly at an understandable pace.
Grade 4, Standard 5 (SL.4.5)	**Grade 5, Standard 5 (SL.5.5)**
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Grade 4, Standard 6 (SL.4.6)	**Grade 5, Standard 6 (SL.5.6)**
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on pages 28–29 for specific expectations.)	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28–29 for specific expectations.)

Mississippi College and Career Readiness Standards for English Language Arts

Grades 6-8

Sixth Grade

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading Literature	
Key Ideas and Details	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structure	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
Integration of Knowledge and Ideas	
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.8	Not applicable to literature.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity	
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Sixth Grade

Reading Informational Text	
Key Ideas and Details	
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Craft and Structure	
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas	
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Range of Reading and Level of Text Complexity	
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Sixth Grade

The following standards for Grade 6 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1d	Establish and maintain a formal style.
W.6.1e	Provide a concluding statement or section that follows from the argument presented.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2e	Establish and maintain a formal style.
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.

Sixth Grade

W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.6.5	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 Language standards 1–3 up to and including grade 6.)
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
Research to Build and Present Knowledge	
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9a	Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
W.6.9b	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Sixth Grade

Range of Writing	
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sixth Grade

The following standards for Grade 6 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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

Sixth Grade

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
L.6.2b	Spell correctly.
Knowledge of Language	
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.*
L.6.3b	Maintain consistency in style and tone.*
Vocabulary Acquisition and Use	
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Sixth Grade

L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5a	Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PARCC Model Content Framework for ELA/Literacy for Grade 6

Narrative Summary of ELA Standards for Grade 6

In grade 6, the Common Core State Standards call for students to proficiently read grade-appropriate complex literature and informational text (RL/RI.6.10) while further developing the ability to cite textual evidence to support analyses (RL/RI.6.1). Students focus on examining how authors use reasons to make their points and support arguments with evidence, separating unsupported assertions from those backed by evidence. Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas. Additional Standards for Reading Literature (RL.6.2–9) and Standards for Reading Informational Text (RI.6.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

According to the Speaking and Listening Standards, students also share their findings in class discussions, practicing how logically to sequence ideas and highlight the themes and key details they find most persuasive. Students' vocabularies expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words.

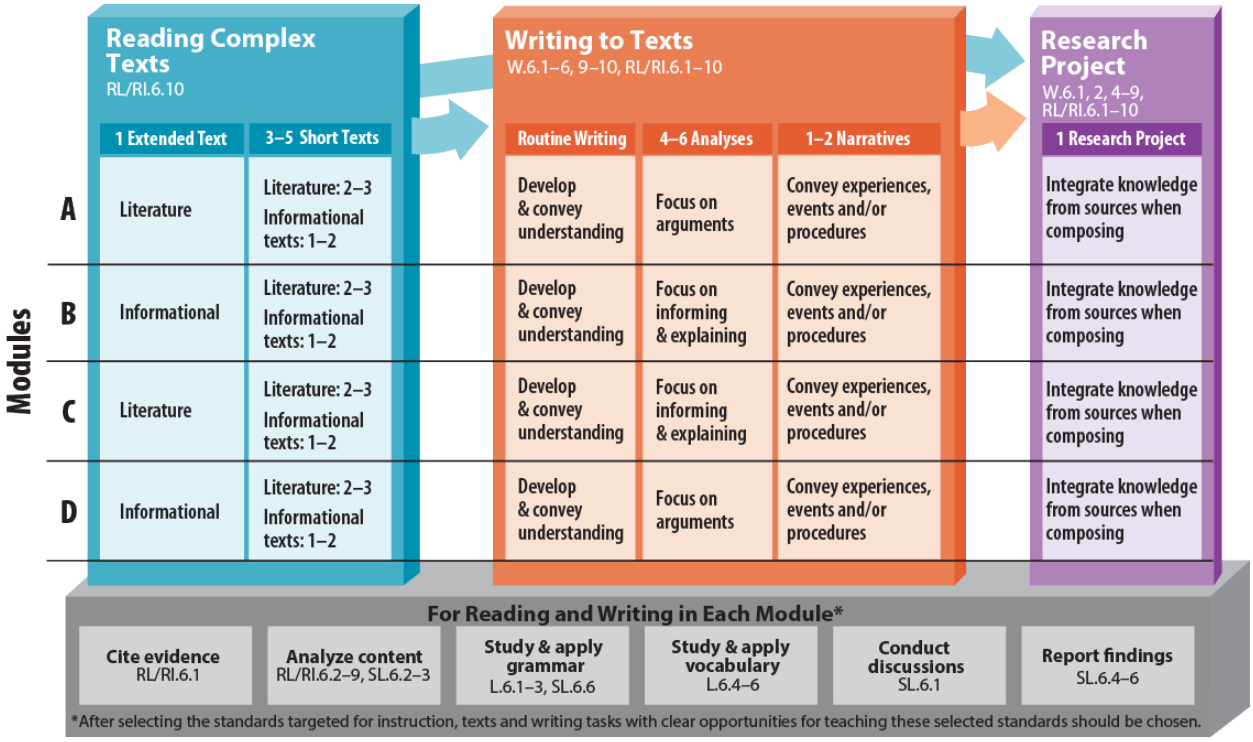
Students in grade 6 are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. The Writing Standards specify that students will learn how writers try to influence readers while discovering how they can do the same in their own prose. They discover how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. They also take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture.

Literacy Standards for Other Disciplines in Grades 6-8

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is the idea that instruction in reading, writing, speaking, listening, and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Because each discipline acquires, develops, and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into their instructional programming. Accordingly, the Model Content Frameworks require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 6

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).



Key Terms and Concepts for Grade 6 ELA Model Content Framework Chart

Reading Complex Texts

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA standards for grades 6-12 requires much greater attention to a specific category of informational text — literary nonfiction — than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in other classes to meet the demands of the standards.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.[36] Educators can create coherence within the curriculum as a

[36] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the Common Core State Standards.

whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics (Common Core State Standards, page 57).

- **Informational texts/literary nonfiction** include the subgenres of exposition, argument, and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, page 57).

One extended text: This should be an extended, full-length work of literature (such as a novel or a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text; compare and synthesize ideas from across other related texts; conduct text-focused discussions; and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing to Texts

The balance of student writing at this level is **70 percent analytical** (35 percent argument and 35 percent to explain/inform) and **30 percent narrative,** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[37]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure, and content and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.6.1 and W.6.9) as well as on crafting works that display logical integration and coherence (W.6.4, W.6.5 and L.6.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multiparagraph responses, allowing teachers to assess students' ability to paraphrase, infer, and integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that share findings from the research project.

[37] To help curriculum developers and teachers plan, a Writing Standards Progression Chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grades.

One or two narratives per module: Narrative writing offers students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

Research Project

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and synthesizing relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to assess the credibility of each source, effectively and accurately quote or paraphrase sources, and include basic bibliographic information in their research. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[38]

For Reading and Writing in Each Module

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close, analytic reading is for students to be able to discern and cite evidence from the text to support assertions. In grade 6, students should explicitly refer to a text when both explaining it and making inferences (RL/RI.6.1).

Analyze content: The content of each text should determine which standards (RL/RI.6.2–9 and SL.6.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.6.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.6.4–6).[39] Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should engage effectively in a range of collaborative discussions (one-on-one, small group, teacher-led), building on others' ideas and expressing their own based on evidence. Students ask and respond to specific questions as well as review key ideas expressed and demonstrate understanding through reflection and paraphrasing (SL.6.1).

Report findings: Using appropriate eye contact, adequate volume, and clear pronunciation, students orally present claims in a logical, coherent manner to accentuate main ideas or themes.

[38] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[39] For a definition of Tier 2 words, see the introduction to the Model Content Frameworks and Appendix A, pages 33–35.

Writing Standards Progression from Grade 5 to Grade 6

In grade 6, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to demonstrate sufficient keyboarding skills to type a minimum of three pages in a single sitting. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.6.1–3).

Specific changes in the Writing Standards from grade 5 to grade 6 are highlighted in the chart below:

Grade 5, Standard 1 (W.5.1)	**Grade 6, Standard 1 (W.6.1)**
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to the opinion presented.	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
Grade 5, Standard 2 (W.5.2)	**Grade 6, Standard 2 (W.6.2)**
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section	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; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the

related to the information or explanation presented.	topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
Grade 5, Standard 3 (W.5.3)	**Grade 6, Standard 3 (W.6.3)**
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
Grade 5, Standard 4 (W.5.4)	**Grade 6, Standard 4 (W.6.4)**
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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.)
Grade 5, Standard 5 (W.5.5)	**Grade 6, Standard 5 (W.6.5)**
With 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 Language standards 1–3 up to and including grade 5 on pages 28 and 29.)	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 Language standards 1–3 up to and including grade 6 on page 52.)
Grade 5, Standard 6 (W.5.6)	**Grade 6, Standard 6 (W.6.6)**
With some guidance and support from adults, use	Use technology, including the Internet, to produce

technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
Grade 5, Standard 7 (W.5.7)	**Grade 6, Standard 7 (W.6.7)**
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Grade 5, Standard 8 (W.5.8)	**Grade 6, Standard 8 (W.6.8)**
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.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Grade 5, Standard 9 (W.5.9)	**Grade 6, Standard 9 (W.6.9)**
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
Grade 5, Standard 10 (W.5.10)	**Grade 6, Standard 10 (W.6.10)**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Progression from Grade 5 to Grade 6

In grade 6, students speak (both in formal presentations and in informal discussions) with growing

maturity to convey ideas and information clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 5 to grade 6 are highlighted in the chart below:

Grade 5, Standard 1 (SL.5.1)	**Grade 6, Standard 1 (SL.6.1)**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Grade 5, Standard 2 (SL.5.2)	**Grade 6, Standard 2 (SL.6.2)**
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Grade 5, Standard 3 (SL.5.3)	**Grade 6, Standard 3 (SL.6.3)**
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Grade 5, Standard 4 (SL.5.4)	**Grade 6, Standard 4 (SL.6.4)**
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 or themes; speak clearly at an understandable pace.	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.
Grade 5, Standard 5 (SL.5.5)	**Grade 6, Standard 5 (SL.6.5)**

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Grade 5, Standard 6 (SL.5.6)	**Grade 6, Standard 6 (SL.6.6)**
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28–29 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)

Seventh Grade

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading Literature	
Key Ideas and Details	
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Craft and Structure	
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.7.8	Not applicable to literature.
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Range of Reading and Level of Text Complexity	
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Seventh Grade

Reading Informational Text	
Key Ideas and Details	
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Craft and Structure	
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze 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.
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Integration of Knowledge and Ideas	
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Range of Reading and Level of Text Complexity	
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Seventh Grade

The following standards for Grade 7 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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

Seventh Grade

W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing	
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.5	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 Language standards 1–3 up to and including grade 7.)
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
Research to Build and Present Knowledge	
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.9a	Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

W.7.9b	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
Range of Writing	
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Seventh Grade

The following standards for Grade 7 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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

Seventh Grade

The following standards for Grade 7 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.7.2b	Spell correctly.
Knowledge of Language	
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
Vocabulary Acquisition and Use	
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

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L.7.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PARCC Model Content Framework for ELA/Literacy for Grade 7

Narrative Summary of ELA Standards for Grade 7

In grade 7, the Common Core State Standards call for students to demonstrate an emerging sophistication in their ability to read challenging complex texts closely (RL/RI.7.10) such that they can cite multiple instances of specific evidence to support their assertions (RL/RI.7.1). By the end of grade 7, students should be able to recognize the interplay between setting, plot and, characters and provide an objective summary of a text apart from their own reaction to it. They become adept at stepping back to compare and contrast different interpretations of a topic, identifying how authors shape their presentation of key information and choose to highlight certain facts over others. In similar fashion, students can trace how an argument develops within a text and assess the validity of the evidence. Additional Standards for Reading Literature (RL.7.2–9) and Standards for Reading Informational Text (RI.7.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Following the guidelines in the Speaking and Listening Standards, in discussions and in writing, students make their reasoning clear to their listeners and readers, constructively evaluating others' use of evidence while offering several sources to back up their own claims. Their vocabulary has developed to the point where they can distinguish between denotative and connotative meaning and can analyze the effect of specific word choice on tone.

Their growing maturity as writers (as reflected in the expectations of the Writing Standards) means students are able to cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics. Their writing is more structured, with clear introductions and conclusions as well as useful transitions to create cohesion and clarify relationships among ideas. In their writing, they acknowledge the other side of a debate or an alternative perspective while avoiding any trace of plagiarism.

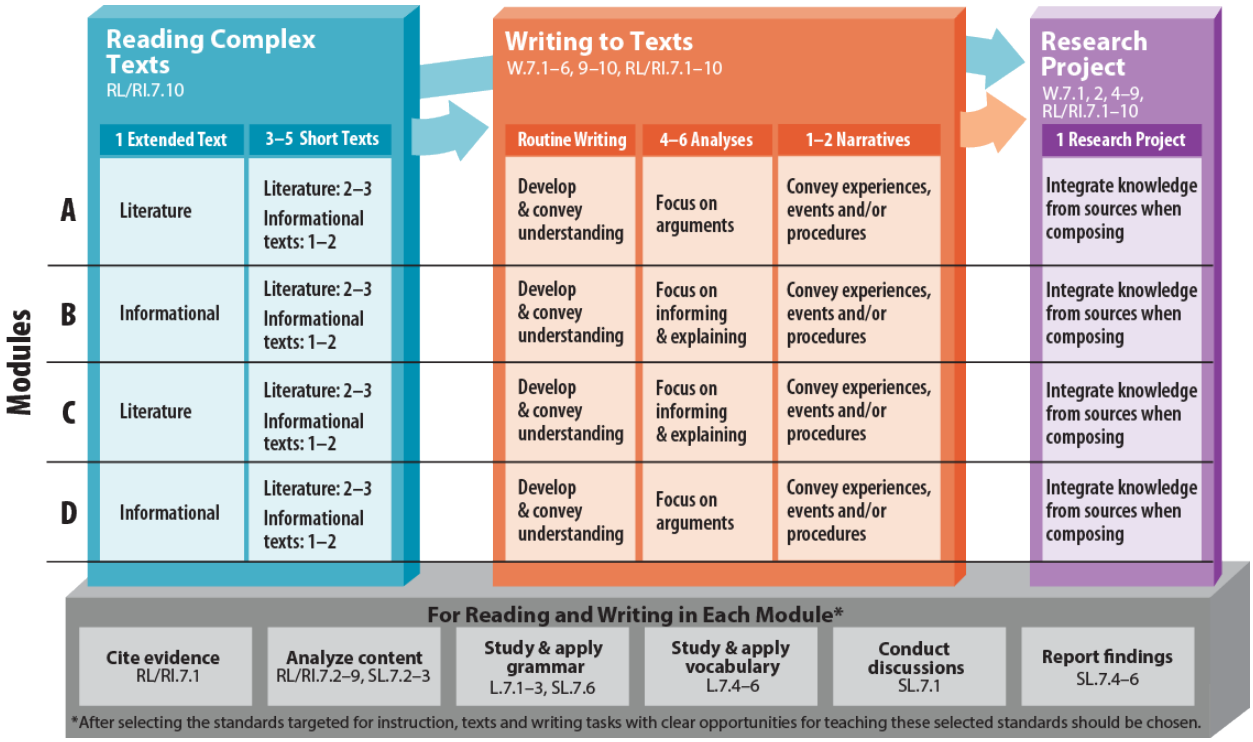
Literacy Standards for Other Disciplines in Grades 6-8

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is the idea that instruction in reading, writing, speaking, listening, and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Because each discipline acquires, develops, and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into their instructional programming. Accordingly, the Model Content Frameworks require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 7

Below is a chart that organizes the standards into four quarter-length modules that include the

knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (though not replace engaging with the standards themselves).



Key Terms and Concepts for Grade 7 ELA Model Content Framework Chart

Reading Complex Texts

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA standards for grades 6-12 requires much greater attention to a specific category of informational text — literary nonfiction — than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in other classes to meet the demands of the standards.

> *Three to five short texts:* Selections would include short texts of sufficient complexity for close reading that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.[40] Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

[40] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the Common Core State Standards.

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics (Common Core State Standards, page 57).

- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, page 57).

One extended text: This should be an extended, full-length work of literature (such as a novel or a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text; compare and synthesize ideas from across other related texts; conduct text-focused discussions; and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing to Texts

The balance of student writing at this level is **70 percent analytical** (35 percent argument and 35 percent to explain/inform) and **30 percent narrative,** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[41]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure, and content and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.7.1 and W.7.9), as well as on crafting works that display logical integration and coherence (W.7.4, W.7.5 and L.7.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multiparagraph responses, allowing teachers to assess students' ability to paraphrase, infer, and integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that share findings from the research project.

One or two narratives per module: Narrative writing offers students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas

[41] To help curriculum developers and teachers plan, a Writing Standards Progression Chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grades.

through narrative descriptions.

Research Project

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and synthesizing relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to have performed research that assesses the accuracy of sources and uses a standard citation format to acknowledge the conclusions of others. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[42]

For Reading and Writing in Each Module

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close, analytic reading is for students to be able to discern and cite evidence from the text to support assertions. In grade 7, students should cite multiple pieces of evidence when both explicitly explaining the text and making inferences based on it (RL/RI.7.1).

Analyze content: The content of each text should determine which standards (RL/RI.7.2–9 and SL.7.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.7.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.7.4–6).[43] Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should engage effectively in a range of collaborative discussions (one-on-one, small group, teacher-led), building on others' ideas and expressing their own based on evidence. Students ask and respond to specific questions as well as acknowledge new information and modify their understanding as warranted (SL.7.1).

Report findings: Using appropriate eye contact, adequate volume, and clear pronunciation, students orally present claims in a logical, coherent manner with pertinent descriptions and details to accentuate main ideas or themes (SL.7.4–6).

Writing Standards Progression from Grade 6 to Grade 7

In grade 7, students write with increasing sophistication to present the relationships between ideas and information efficiently. Students are also expected to meet the grade-specific grammar and conventions

[42] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[43] For a definition of Tier 2 words, see the introduction to the Model Content Frameworks and Appendix A, pages 33–35.

standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.7.1–3).

Specific changes in the Writing Standards from grade 6 to grade 7 are highlighted in the chart below:

Grade 6, Standard 1 (W.6.1)	**Grade 7, Standard 1 (W.7.1)**
Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
Grade 6, Standard 2 (W.6.2)	**Grade 7, Standard 2 (W.7.2)**
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; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	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, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific

e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Grade 6, Standard 3 (W.6.3)	**Grade 7, Standard 3 (W.7.3)**
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, 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 characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Grade 6, Standard 4 (W.6.4)	**Grade 7, Standard 4 (W.7.4)**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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.)
Grade 6, Standard 5 (W.6.5)	**Grade 7, Standard 5 (W.7.5)**
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	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

demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)
Grade 6, Standard 6 (W.6.6)	**Grade 7, Standard 6 (W.7.6)**
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
Grade 6, Standard 7 (W.6.7)	**Grade 7, Standard 7 (W.7.7)**
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Grade 6, Standard 8 (W.6.8)	**Grade 7, Standard 8 (W.7.8)**
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Grade 6, Standard 9 (W.6.9)	**Grade 7, Standard 9 (W.7.9)**
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
Grade 6, Standard 10 (W.6.10)	**Grade 7, Standard 10 (W.7.10)**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a

range of discipline-specific tasks, purposes, and audiences.	range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Progression from Grade 6 to Grade 7

In grade 7, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 6 to grade 7 are highlighted in the chart below:

Grade 6, Standard 1 (SL.6.1)	**Grade 7, Standard 1 (SL.7.1)**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
Grade 6, Standard 2 (SL.6.2)	**Grade 7, Standard 2 (SL.7.2)**
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Grade 6, Standard 3 (SL.6.3)	**Grade 7, Standard 3 (SL.7.3)**
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the

reasons and evidence from claims that are not.	relevance and sufficiency of the evidence.
Grade 6, Standard 4 (SL.6.4)	**Grade 7, Standard 4 (SL.7.4)**
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.	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.
Grade 6, Standard 5 (SL.6.5)	**Grade 7, Standard 5 (SL.7.5)**
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Grade 6, Standard 6 (SL.6.6)	**Grade 7, Standard 6 (SL.7.6)**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)

Eighth Grade

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading Literature	
Key Ideas and Details	
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure	
RL.8.4	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 analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas	
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.8.8	Not applicable to literature.
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity	
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Eighth Grade

Reading Informational Text	
Key Ideas and Details	
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	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 of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure	
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas	
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity	
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Eighth Grade

The following standards for Grade 8 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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

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W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.8.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
W.8.3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing	
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.8.5	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 Language standards 1–3 up to and including grade 8.)
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Research to Build and Present Knowledge	
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.8.9a	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

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W.8.9b	Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Range of Writing	
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Eighth Grade

The following standards for Grade 8 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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

Eighth Grade

The following standards for Grade 8 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.8.1b	Form and use verbs in the active and passive voice.
L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.*
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.2b	Use an ellipsis to indicate an omission.
L.8.2c	Spell correctly.
Knowledge of Language	
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.8.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Vocabulary Acquisition and Use	
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Eighth Grade

L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.
L.8.5b	Use the relationship between particular words to better understand each of the words.
L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PARCC Model Content Framework for ELA/Literacy for Grade 8

Narrative Summary of ELA Standards for Grade 8

In grade 8, the Common Core State Standards call for students to grapple with high-quality, complex nonfiction texts and great works of literature (RL/RI.8.10). Starting in grade 8, the focus of informational texts begins to shift from narrative to exposition. Students who leave grade 8 know how to cite the textual evidence that most strongly supports an analysis or critique (RL/RI.8.1). Students in grade 8 are primed to question an author's assumptions and assess the accuracy of his or her claims, and by the end of grade 8, they are adept at reading closely and uncovering evidence to use in their own writing. Students can, for instance, analyze in writing two or more texts that provide conflicting information on the same topic and identify whether the disagreement is over facts or interpretation. They can analyze how point of view can be manipulated to create specific effects such as dramatic irony and investigate how particular passages within a text connect to one another to advance the plot, reveal a character, or highlight an idea. Additional Standards for Reading Literature (RL.8.2–9) and Standards for Reading Informational Text (RI.8.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

The Speaking and Listening Standards detail how students are to draw explicitly on their reading and research in discussions. They respond to questions constructively by offering up relevant evidence, observations, and ideas. By grade 8, students have developed a rich vocabulary of academic words, which they use to speak and write with more precision.

In addition, grade 8 students write with increasing sophistication, focusing on organizing ideas, concepts, and information into broader categories; choosing relevant facts well; and using varied transitions to clarify or show the relationships among elements. The Writing Standards specify that students should be able to distinguish their claims from alternate or opposing claims and use words and phrases to clarify the relationships and transitions among claim(s), counterclaims, reasons, and evidence.

Literacy Standards for Other Disciplines in Grades 6-8

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is the idea that instruction in reading, writing, speaking, listening, and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Because each discipline acquires, develops, and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into instructional programming. Accordingly, the Model Content Frameworks require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 8

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).

Modules	Reading Complex Texts RL/RI.8.10		Writing to Texts W.8.1–6, 9–10, RL/RI.8.1–10			Research Project W.8.1, 2, 4–9, RL/RI.8.1–10
	1 Extended Text	3–5 Short Texts	Routine Writing	4–6 Analyses	1–2 Narratives	1 Research Project
A	Literature	Literature: 2–3 Informational texts: 1–2	Develop & convey understanding	Focus on arguments	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
B	Informational	Literature: 2–3 Informational texts: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
C	Literature	Literature: 2–3 Informational texts: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
D	Informational	Literature: 2–3 Informational texts: 1–2	Develop & convey understanding	Focus on arguments	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing

For Reading and Writing in Each Module*

Cite evidence RL/RI.8.1	Analyze content RL/RI.8.2–9, SL.8.2–3	Study & apply grammar L.8.1–3, SL.8.6	Study & apply vocabulary L.8.4–6	Conduct discussions SL.8.1	Report findings SL.8.4–6

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

Key Terms and Concepts for Grade 8 ELA Model Content Framework Chart

Reading Complex Texts

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA standards for grades 6-12 requires much greater attention to a specific category of informational text — literary nonfiction — than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in other classes to meet the demands of the standards.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.[44] Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational

[44] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics (Common Core State Standards, page 57).

- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, page 57).

One extended text: This should be an extended, full-length work of literature (such as a novel or a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text; compare and synthesize ideas across other related texts; conduct text-focused discussions; and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing to Texts

The balance of student writing at this level is **70 percent analytical** (35 percent argument and 35 percent to explain/inform) and **30 percent narrative,** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[45]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure, and content and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.8.1 and W.8.9) as well as on crafting works that display logical integration and coherence (W.8.4, W.8.5 and L.8.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multiparagraph responses, allowing teachers to assess students' ability to paraphrase, infer, and integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that share findings from the research project.

One or two narratives per module: Narrative writing offers students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their

[45] To help curriculum developers and teachers plan, a Writing Standards Progression Chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grades.

understandings of literary concepts, structures, and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

Research Project

Each module includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem, or issue. This task should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected to perform research that assesses the accuracy of sources and acknowledges the conclusions of others without plagiarizing. Students can present their findings in a variety of modes in both informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[46]

For Reading and Writing in Each Module

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close, analytic reading is for students to be able to discern and cite evidence from the text to support assertions. In grade 8, students should cite the textual evidence that most strongly supports their analysis when both explicitly explaining the text and making inferences (RL/RI.8.1).

Analyze content: The content of each text should determine which standards (RL/RI.8.2–9 and SL.8.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.8.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.8.4–6).[47] Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should engage effectively in a range of collaborative discussions (one-on-one, small group, teacher-led), building on others' ideas and expressing their own based on evidence. Students ask and respond to specific questions as well as acknowledge new information and qualify or justify their own views in light of the evidence presented (SL.8.1).

Report findings: Using appropriate eye contact, adequate volume, and clear pronunciation, students orally present claims in a logical, coherent manner with valid reasoning and relevant evidence to accentuate main ideas or themes (SL.8.4–6).

[46] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[47] For a definition of Tier 2 words, see the introduction to the Model Content Frameworks and Appendix A, pages 33–35.

Writing Standards Progression from Grade 7 to Grade 8

In grade 8, students write with increasing sophistication to present the relationships between ideas and information efficiently. Students are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.8.1–3).

Specific changes in the Writing Standards from grade 7 to grade 8 are highlighted in the chart below:

Grade 7, Standard 1 (W.7.1)	**Grade 8, Standard 1 (W.8.1)**
Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
Grade 7, Standard 2 (W.7.2)	**Grade 8, Standard 2 (W.8.2)**
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or	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, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Grade 7, Standard 3 (W.7.3)	**Grade 8, Standard 3 (W.8.3)**
Write narratives to develop real or imagined experiences or events using effective technique, 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 characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, 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 characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Grade 7, Standard 4 (W.7.4)	**Grade 8, Standard 4 (W.8.4)**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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.)	(Grade-specific expectations for writing types are defined in standards 1–3 above.)
Grade 7, Standard 5 (W.7.5)	**Grade 8, Standard 5 (W.8.5)**
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 Language standards 1–3 up to and including grade 7 on page 52.)	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 Language standards 1–3 up to and including grade 8 on page 52.)
Grade 7, Standard 6 (W.7.6)	**Grade 8, Standard 6 (W.8.6)**
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Grade 7, Standard 7 (W.7.7)	**Grade 8, Standard 7 (W.8.7)**
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Grade 7, Standard 8 (W.7.8)	**Grade 8, Standard 8 (W.8.8)**
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Grade 7, Standard 9 (W.7.9)	**Grade 8, Standard 9 (W.8.9)**
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text,	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the

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assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Grade 7, Standard 10 (W.7.10)	**Grade 8, Standard 10 (W.8.10)**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Progression from Grade 7 to Grade 8

In grade 8, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 7 to grade 8 are highlighted in the chart below:

Grade 7, Standard 1 (SL.7.1)	**Grade 8, Standard 1 (SL.8.1)**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the

own views.	evidence presented.
Grade 7, Standard 2 (SL.7.2)	**Grade 8, Standard 2 (SL.8.2)**
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Grade 7, Standard 3 (SL.7.3)	**Grade 8, Standard 3 (SL.8.3)**
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Grade 7, Standard 4 (SL.7.4)	**Grade 8, Standard 4 (SL.8.4)**
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.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Grade 7, Standard 5 (SL.7.5)	**Grade 8, Standard 5 (SL.8.5)**
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Grade 7, Standard 6 (SL.7.6)	**Grade 8, Standard 6 (SL.8.6)**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

Grades 6-8:
Literacy in History/SS

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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

Grades 6-8:
Literacy in Science and Technical Subjects

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading Science and Technical Subjects	
Key Ideas and Details	
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Craft and Structure	
RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
Integration of Knowledge and Ideas	
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Range of Reading and Level of Text Complexity	
RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Grades 6-8:
Writing in History/SS, Science, and Technical Subjects

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Writing	
Text Types and Purposes	
WHST.6-8.1	Write arguments focused on discipline-specific content.
WHST.6-8.1a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
WHST.6-8.1b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
WHST.6-8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
WHST.6-8.1d	Establish and maintain a formal style.
WHST.6-8.1e	Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.6-8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
WHST.6-8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
WHST.6-8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
WHST.6-8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
WHST.6-8.2e	Establish and maintain a formal style and objective tone.
WHST.6-8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.3	Not Applicable

Grades 6-8:
Writing in History/SS, Science, and Technical Subjects

Production and Distribution of Writing	
WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.5	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.
WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Research to Build and Present Knowledge	
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.
Range of Writing	
WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note

Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Mississippi College and Career Readiness Standards for English Language Arts

High School

Common Core English I

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading Literature	
Key Ideas and Details	
RL.9.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Craft and Structure	
RL.9.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Integration of Knowledge and Ideas	
RL.9.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9.8	Not applicable to literature.

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RL.9.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Range of Reading and Level of Text Complexity	
RL.9.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Reading Informational Text	
Key Ideas and Details	
RI.9.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Craft and Structure	
RI.9.4	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 (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Integration of Knowledge and Ideas	
RI.9.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Range of Reading and Level of Text Complexity	
RI.9.10	By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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The following standards for Grade 9 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.9.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.9.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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W.9.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.9.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
W.9.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9.5	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 Language standards 1–3 up to and including grades 9–10.)
W.9.6	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.
Research to Build and Present Knowledge	
W.9.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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W.9.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
W.9.9b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
Range of Writing	
W.9.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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The following standards for Grade 9 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.9.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.9.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.9.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Presentation of Knowledge and Ideas	
SL.9.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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SL.9.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

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The following standards for Grade 9 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.9.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9.1a	Use parallel structure.*
L.9.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9.2b	Use a colon to introduce a list or quotation.
L.9.2c	Spell correctly.
Knowledge of Language	
L.9.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.9.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
Vocabulary Acquisition and Use	
L.9.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
L.9.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

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L.9.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.9.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9.5b	Analyze nuances in the meaning of words with similar denotations.
L.9.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PARCC Model Content Framework for ELA/Literacy for Grade 9

Narrative Summary of ELA Standards for Grade 9

In grade 9, the Common Core State Standards challenge students to investigate a wide range of literary genres as well as delve deeply into substantive, complex expository works of nonfiction (RL/RI.9.10) such that they can "read like a detective" and uncover critical clues for building analyses of texts (RL/RI.9.1). Entering high school, students become increasingly aware of the choices authors make and how writers emphasize particular examples or details and stitch them together into a coherent whole. At this stage of their academic careers, students provide objective summaries that incorporate both inferences drawn from the text and citations extracted directly from what they have read. Students study the seminal foundational documents of the United States as well as grasp differing perspectives and points of view embedded in works of world literature. Additional Standards for Reading Literature (RL.9.2–9) and Standards for Reading Informational Text (RI.9.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Students in grade 9 emerge with an understanding of the importance of employing academic English in their prose and can differentiate among different modes of speech or language when speaking or crafting prose. The Standards in Speaking and Listening offer details regarding how students can constructively join in conversations and participate in groups to share their insights and ideas both orally and in writing.

The grade 9 Writing Standards specify that students should express themselves in multiple writing formats, from investigative reports and literary analyses to summations and research papers. With regard to research, students in the beginning years of high school should conduct several research projects, using more complex materials and specialized sources than they did in elementary and middle school. Across all writing formats, students are able to develop a central idea; maintain a coherent focus in their writing; and elaborate the points they make with well-documented and relevant examples, facts, and details. Through writing and conversation, students internalize the expectations of academic written and spoken English and resolve issues regarding usage by consulting style guides.

Literacy Standards for Other Disciplines in Grades 9-10

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is the idea that instruction in reading, writing, speaking, listening, and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Because each discipline acquires, develops, and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into their instructional programming. Accordingly, the Model Content Frameworks require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 9

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).

Modules	Reading Complex Texts RL/RI.9.10		Writing to Texts W.9.1–6, 9–10, RL/RI.9.1–10			Research Project W.9.1, 2, 4–9, RL/RI.9.1–10
	1 Extended Text	3–5 Short Texts	Routine Writing	4–6 Analyses	1 Narrative	1 Research Project
A	Literature	Literature: 2–3 Informational texts: 1–2	Develop & convey understanding	Focus on arguments	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
B	Informational	Literature: 2–3 U.S. historical documents: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
C	World literature	World literature: 2–3 Informational texts: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
D	Informational	Literature: 2–3 U.S. historical documents: 1–2	Develop & convey understanding	Focus on arguments	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing

For Reading and Writing in Each Module*

Cite evidence RL/RI.9.1	Analyze content RL/RI.9.2–9, SL.9.2–3	Study & apply grammar L.9.1–3, SL.9.6	Study & apply vocabulary L.9.4–6	Conduct discussions SL.9.1	Report findings SL.9.4–6

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

Key Terms and Concepts for Grade 9 ELA Model Content Framework Chart

Reading Complex Texts

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA standards for grades 6-12 requires much greater attention to a specific category of informational text — literary nonfiction — than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in other classes to meet the demands of the standards.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading (with emphasis in two modules on reading U.S. historical documents) that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.[48] Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar

[48] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the Common Core State Standards.

standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics (Common Core State Standards, page 57).

- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, page 57).

One extended text: This should be an extended, full-length work of literature (such as a novel or a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text; compare and synthesize ideas across other related texts; conduct text-focused discussions; and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing to Texts

The balance of student writing at this level is **80 percent analytical** (40 percent argument and 40 percent to explain/inform) and **20 percent narrative,** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[49]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure, and content and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.9.1 and W.9.9) as well as on crafting works that display a high degree of logical integration and coherence (W.9.4, W.9.5, and L.9.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multiparagraph responses, allowing teachers to assess students' ability to paraphrase, infer, and integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that share findings from the research project. .

One narrative per module: Narrative writing offers students opportunities to express personal ideas

[49] To help curriculum developers and teachers plan, a Writing Standards Progression Chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grades.

and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

Research Project

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This task should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected to assess the usefulness of each source, refocus their research during the process when appropriate and integrate the information gathered in a manner that maintains the flow of ideas. Students can present their findings in a variety of modes in informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[50]

For Reading and Writing in Each Module

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close, analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 9, students should cite the textual evidence that most strongly supports their analysis when both explicitly explaining the text and making inferences (RL/RI.9.1).

Analyze content: The content of each text should determine which standards (RL/RI.9.2–9 and SL.9.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.9.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.9.4–6).[51] Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should initiate and engage in a range of collaborative discussions (one-on-one, small group, teacher-led), building on others' ideas and clearly expressing their own based on evidence. They should relate the current discussion to broader themes or larger ideas, respond thoughtfully to diverse perspectives to ensure a hearing for a full range of positions on an issue, verify or challenge ideas, and resolve contradictions when possible (SL.9.1).

Report findings: Students should orally present claims and supporting evidence clearly, concisely, and logically while ensuring that the development, substance, and style are appropriate to purpose, audience, and task (SL.9.4–6).

[50] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[51] For a definition of Tier 2 words, see the introduction to the Model Content Frameworks and Appendix A, pages 33–35.

Writing Standards Progression from Grade 8 to Grades 9-10

In grades 9 and 10, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.9–10.1–3).

Specific changes in the Writing Standards from grade 8 to grades 9-10 are highlighted in the chart below:

Grade 8, Standard 1 (W.8.1)	**Grades 9-10, Standard 1 (W.9–10.1)**
Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
Grade 8, Standard 2 (W.8.2)	**Grades 9-10, Standard 2 (W.9–10.2)**
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, previewing what is to follow; organize ideas, concepts, and information into broader categories; include	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make

formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. 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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Grade 8, Standard 3 (W.8.3)	**Grades 9-10, Standard 3 (W.9–10.3)**
Write narratives to develop real or imagined experiences or events using effective technique, 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 characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence

from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, 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.
Grade 8, Standard 4 (W.8.4)	**Grades 9-10, Standard 4 (W.9–10.4)**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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.)
Grade 8, Standard 5 (W.8.5)	**Grades 9-10, Standard 5 (W.9–10.5)**
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 Language standards 1–3 up to and including grade 8 on page 52.)	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 Language standards 1–3 up to and including grades 9–10 on page 54.)
Grade 8, Standard 6 (W.8.6)	**Grades 9-10, Standard 6 (W.9–10.6)**
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	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.
Grade 8, Standard 7 (W.8.7)	**Grades 9-10, Standard 7 (W.9–10.7)**
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Grade 8, Standard 8 (W.8.8)	**Grades 9-10, Standard 8 (W.9–10.8)**
Gather relevant information from multiple print and digital sources, using search terms effectively;	Gather relevant information from multiple authoritative print and digital sources, using

assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Grade 8, Standard 9 (W.8.9)	**Grades 9-10, Standard 9 (W.9–10.9)**
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
Grade 8, Standard 10 (W.8.10)	**Grades 9-10, Standard 10 (W.9–10.10)**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	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.

Speaking and Listening Standards Progression from Grade 8 to Grades 9-10

In grades 9 and 10, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information both clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 8 to grades 9-10 are highlighted in the chart below:

Grade 8, Standard 1 (SL.8.1)	**Grades 9-10, Standard 1 (SL.9–10.1)**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups,

led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Grade 8, Standard 2 (SL.8.2)	**Grades 9-10, Standard 2 (SL.9–10.2)**
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Grade 8, Standard 3 (SL.8.3)	**Grades 9-10, Standard 3 (SL.9–10.3)**
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Grade 8, Standard 4 (SL.8.4)	**Grades 9-10, Standard 4 (SL.9–10.4)**
Present claims and findings, emphasizing salient points in a focused, coherent manner with	Present information, findings, and supporting evidence clearly, concisely, and logically such that

relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Grade 8, Standard 5 (SL.8.5)	**Grades 9-10, Standard 5 (SL.9–10.5)**
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Grade 8, Standard 6 (SL.8.6)	**Grades 9-10, Standard 6 (SL.9–10.6)**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)

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The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading Literature	
Key Ideas and Details	
RL.10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Craft and Structure	
RL.10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Integration of Knowledge and Ideas	
RL.10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.10.8	Not applicable to literature.

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RL.10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Range of Reading and Level of Text Complexity	
RL.10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

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Reading Informational Text	
Key Ideas and Details	
RI.10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Craft and Structure	
RI.10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Integration of Knowledge and Ideas	
RI.10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Range of Reading and Level of Text Complexity	
RI.10.10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

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The following standards for Grade 10 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.10.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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W.10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
W.10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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Research to Build and Present Knowledge	
W.10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.10.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
W.10.9b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
Range of Writing	
W.10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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The following standards for Grade 10 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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

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SL.10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

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The following standards for Grade 10 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.10.1a	Use parallel structure.*
L.10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.10.2b	Use a colon to introduce a list or quotation.
L.10.2c	Spell correctly.
Knowledge of Language	
L.10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
Vocabulary Acquisition and Use	
L.10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
L.10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

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L.10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.10.5b	Analyze nuances in the meaning of words with similar denotations.
L.10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PARCC Model Content Framework for ELA/Literacy for Grade 10

Narrative Summary of ELA Standards for Grade 10

In grade 10, the Common Core State Standards call for students to both examine a diverse set of literary genres and pursue their investigation of substantive, complex expository works of nonfiction (RL/RI.10.10) such that they become adept investigators and can analyze the meaning of both literary and nonfiction works (RL/RI.10.1).[52] By grade 10, students firmly grasp how authors craft their prose and how writers make their argument(s) cohere. Students are adept at comparing and contrasting how ideas, themes or concepts are presented in two different artistic mediums in which different details are emphasized. Students are asked to analyze the seminal foundational documents of the United States as well as grasp differing perspectives and points of view embedded in works of world literature. Additional Standards for Reading Literature (RL.10.2–9) and Standards for Reading Informational Text (RI.10.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Through discussion and writing, students have a deepening grasp of academic English and can utilize the right mode of speech or language when speaking or crafting prose. The Standards in Speaking and Listening offer insights into how students in grade 10 can participate in a variety of settings through constructively listening and sharing their ideas both orally and in writing.

At this point, the Writing Standards specify that grade 10 students confidently express themselves in diverse writing formats and prose settings, from investigative reports and literary analyses to summations and research papers. With regard to research, students in the beginning years of high school should conduct several research projects, using more complex materials and specialized sources than they did in elementary and middle school. Across all writing formats, students are able to develop a central idea; maintain a coherent focus in their writing; and elaborate the points they make with well-documented and relevant examples, facts, and details. Through writing and conversation, students internalize the expectations of academic written and spoken English and resolve issues regarding usage by consulting style guides.

Literacy Standards for Other Disciplines in Grades 9-10

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is the idea that instruction in reading, writing, speaking, listening, and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Because each discipline acquires, develops, and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into instructional programming. Accordingly, the Model Content Frameworks require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

[52] It should be noted that the standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the standards use two-year bands in grades 9-12 to allow schools, districts and states flexibility in high school course design.

ELA Model Content Framework Chart for Grade 10

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year.[53] As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).

Modules	Reading Complex Texts RL/RI.10.10		Writing to Texts W.10.1–6, 9–10, RL/RI.10.1–10			Resear Project W.10.1, 2, 4–9, RL/RI.10.1–10
	1 Extended Text	3–5 Short Texts	Routine Writing	4–6 Analyses	1 Narrative	1 Research Project
A	Literature	Literature: 2–3 Informational texts: 1–2	Develop & convey understanding	Focus on arguments	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
B	Informational	Literature: 2–3 U.S. historical documents: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
C	World literature	World literature: 2–3 Informational texts: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
D	Informational	Literature: 2–3 U.S. historical documents: 1–2	Develop & convey understanding	Focus on arguments	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing

For Reading and Writing in Each Module*

Cite evidence RL/RI.10.1	Analyze content RL/RI.10.2–9, SL.10.2–3	Study & apply grammar L.10.1–3, SL.10.6	Study & apply vocabulary L.10.4–6	Conduct discussions SL.10.1	Report findings SL.10.4–6

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

Key Terms and Concepts for Grade 10 ELA Model Content Framework Chart

Reading Complex Texts

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA standards for grades 6-12 requires much greater attention to a specific category of informational text — literary nonfiction — than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in other classes to meet the demands of the standards.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading (with emphasis in two modules on reading U.S. historical documents) that would allow students to draw ample evidence from the texts and present their analyses in writing as well as

[53] The Common Core State Standards K-5 section is written to reflect "the fact that most or all of the instruction students in these grades receive comes from one teacher" (introduction to Common Core State Standards, page 8). Therefore, most elementary grades are self-contained and thus include reading across the curriculum — hence the higher number of short texts in grades 3-5 than in grades 6-12.

through speaking.[54] Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics (Common Core State Standards, page 57).

- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, page 57).

One extended text: This should be an extended, full-length work of literature (such as a novel or a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text; compare and synthesize ideas across other related texts; conduct text-focused discussions; and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing to Texts

The balance of student writing at this level is **80 percent analytical** (40 percent argument and 40 percent to explain/inform) and **20 percent narrative,** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[55]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure, and content and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.10.1 and W.10.9) as well as on crafting works that display a high degree of logical integration and coherence (W.10.4, W.10.5 and L.10.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multiparagraph responses, allowing teachers to assess students' ability to paraphrase, infer, and ultimately integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing

[54] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the Common Core State Standards.

[55] To help curriculum developers and teachers plan, a Writing Standards Progression Chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grades.

should include comparative analysis and compositions share findings from the research project.

One narrative per module: Narrative writing offers students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

Research Project

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to assess the usefulness of each source, refocus their research when appropriate during the process and integrate the information gathered in a manner that maintains the flow of ideas. Students can present their findings in a variety of modes in informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[56]

For Reading and Writing in Each Module

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close, analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 10, students should cite the textual evidence that most strongly supports their analysis when both explicitly explaining the text and making inferences (RL/RI.10.1).

Analyze content: The content of each text should determine which standards (RL/RI.10.2–9 and SL.10.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.10.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.10.4–6).[57] Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should initiate and engage in a range of collaborative discussions (one-on-one, small group, teacher-led), building on others' ideas and clearly expressing their own based on evidence. They should relate the current discussion to broader themes or larger ideas, respond thoughtfully to diverse perspectives to ensure a hearing for a full range of positions on an issue, verify or challenge ideas, and resolve contradictions when possible (SL.10.1).

[56] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[57] For a definition of Tier 2 words, see the introduction to the Model Content Frameworks and Appendix A, pages 33–35.

Report findings: Students should orally present claims and supporting evidence clearly, concisely, and logically while ensuring that the development, substance, and style are appropriate to purpose, audience, and task (SL.10.4–6).

Writing Standards Progression from Grade 8 to Grades 9-10

In grades 9 and 10, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.9–10.1–3).

Specific changes in the Writing Standards from grade 8 to grades 9-10 are highlighted in the chart below:

Grade 8, Standard 1 (W.8.1)	**Grades 9-10, Standard 1 (W.9–10.1)**
Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
Grade 8, Standard 2 (W.8.2)	**Grades 9-10, Standard 2 (W.9–10.2)**
Write informative/explanatory texts to examine a	Write informative/explanatory texts to examine

topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. b. 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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Grade 8, Standard 3 (W.8.3)	**Grades 9-10, Standard 3 (W.9–10.3)**
Write narratives to develop real or imagined experiences or events using effective technique, 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 characters; organize an event sequence that unfolds naturally and	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or

logically. b. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. c. Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting 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.
Grade 8, Standard 4 (W.8.4)	**Grades 9-10, Standard 4 (W.9–10.4)**
Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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.)
Grade 8, Standard 5 (W.8.5)	**Grades 9-10, Standard 5 (W.9–10.5)**
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 Language standards 1–3 up to and including grade 8 on page 52.)	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 Language standards 1–3 up to and including grades 9–10 on page 54.)
Grade 8, Standard 6 (W.8.6)	**Grades 9-10, Standard 6 (W.9–10.6)**
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	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.

Grade 8, Standard 7 (W.8.7)	**Grades 9-10, Standard 7 (W.9–10.7)**
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Grade 8, Standard 8 (W.8.8)	**Grades 9-10, Standard 8 (W.9–10.8)**
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Grade 8, Standard 9 (W.8.9)	**Grades 9-10, Standard 9 (W.9–10.9)**
Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
Grade 8, Standard 10 (W.8.10)	**Grades 9-10, Standard 10 (W.9–10.10)**
Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a

range of discipline-specific tasks, purposes and audiences.	range of tasks, purposes and audiences.

Speaking and Listening Standards Progression from Grade 8 to Grades 9-10

In grades 9 and 10, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information both clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 8 to grades 9-10 are highlighted in the chart below:

Grade 8, Standard 1 (SL.8.1)	**Grades 9-10, Standard 1 (SL.9–10.1)**
Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 8 topics*, *texts and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grades 9–10 topics*, *texts and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new

	connections in light of the evidence and reasoning presented.
Grade 8, Standard 2 (SL.8.2)	**Grades 9-10, Standard 2 (SL.9–10.2)**
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Grade 8, Standard 3 (SL.8.3)	**Grades 9-10, Standard 3 (SL.9–10.3)**
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Grade 8, Standard 4 (SL.8.4)	**Grades 9-10, Standard 4 (SL.9–10.4)**
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.	Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.
Grade 8, Standard 5 (SL.8.5)	**Grades 9-10, Standard 5 (SL.9–10.5)**
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Grade 8, Standard 6 (SL.8.6)	**Grades 9-10, Standard 6 (SL.9–10.6)**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)

Grades 9-10:
Literacy in History/SS

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading in History/Social Studies	
Key Ideas and Details	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Craft and Structure	
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Integration of Knowledge and Ideas	
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
Range of Reading and Level of Text Complexity	
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Grades 9-10:
Literacy in Science and Technical Subjects

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading in Science and Technical Subjects	
Key Ideas and Details	
RST.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
Craft and Structure	
RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
RST.9-10.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
RST.9-10.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
Integration of Knowledge and Ideas	
RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
Range of Reading and Level of Text Complexity	
RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

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Grades 9-10:
Writing in History/SS, Science, and Technical Subjects

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Writing	
Text Types and Purposes	
WHST.9-10.1	Write arguments focused on discipline-specific content.
WHST.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
WHST.9-10.1b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
WHST.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
WHST.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WHST.9-10.1e	Provide a concluding statement or section that follows from or supports the argument presented.
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.2a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
WHST.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Grades 9-10:
Writing in History/SS, Science, and Technical Subjects

WHST.9-10.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
WHST.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
WHST.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WHST.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
WHST.9-10.3	Not Applicable
Production and Distribution of Writing	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge	
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

Grades 9-10:
Writing in History/SS, Science, and Technical Subjects

Range of Writing	
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note

Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Common Core English III

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading Literature	
Key Ideas and Details	
RL.11.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	
RL.11.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	
RL.11.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
RL.11.8	Not applicable to literature.

RL.11.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	
RL.11.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Common Core English III

Reading Informational Text	
Key Ideas and Details	
RI.11.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
RI.11.4	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 (e.g., how Madison defines faction in Federalist No. 10).
RI.11.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Integration of Knowledge and Ideas	
RI.11.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity	
RI.11.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Common Core English III

The following standards for Grade 11 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.11.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.11.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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W.11.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
W.11.4	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.)

Common Core English III

W.11.5	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 Language standards 1–3 up to and including grades 11–12.)
W.11.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	
W.11.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11.9a	Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
W.11.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
Range of Writing	
W.11.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core English III

The following standards for Grade 11 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.11.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.11.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	
SL.11.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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SL.11.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Common Core English III

The following standards for Grade 12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.11.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11.2a	Observe hyphenation conventions.
L.11.2b	Spell correctly.
Knowledge of Language	
L.11.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11.3a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Acquisition and Use	
L.11.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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L.11.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11.5b	Analyze nuances in the meaning of words with similar denotations.
L.11.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PARCC Model Content Framework for ELA/Literacy for Grade 11

Narrative Summary of ELA Standards for Grade 11

The Common Core State Standards in grade 11 call for students to be able to understand and analyze substantive, complex expository works of literary nonfiction as well as a diverse spectrum of stories, poems, plays, and novels (RL/RI.11.10) such that they can produce ample amounts of evidence to support inferences (RL/RI.11.1). Students also perform a variety of complex reading tasks focused on recurrent themes in American literature and foundational works of American political philosophy, from grasping the subtleties of an author's point of view to perceiving when a text leaves matters ambiguous. Students become skilled at determining how multiple themes or ideas combine and intertwine to produce a complex narrative or explanation as well as evaluating the premises, arguments, and rhetoric present in seminal texts from American history. Additional Standards for Reading Literature (RL.11.2–9) and Standards for Reading Informational Text (RI.11.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Students will demonstrate their listening skills by synthesizing the comments and claims of others and exercising outstanding teamwork when functioning in groups. The Standards in Speaking and Listening detail the ways in which students in grade 11 will distinguish themselves as approaching college and career readiness by being able to respond thoughtfully when encountering diverse perspectives and by skillfully presenting findings both orally and in writing.

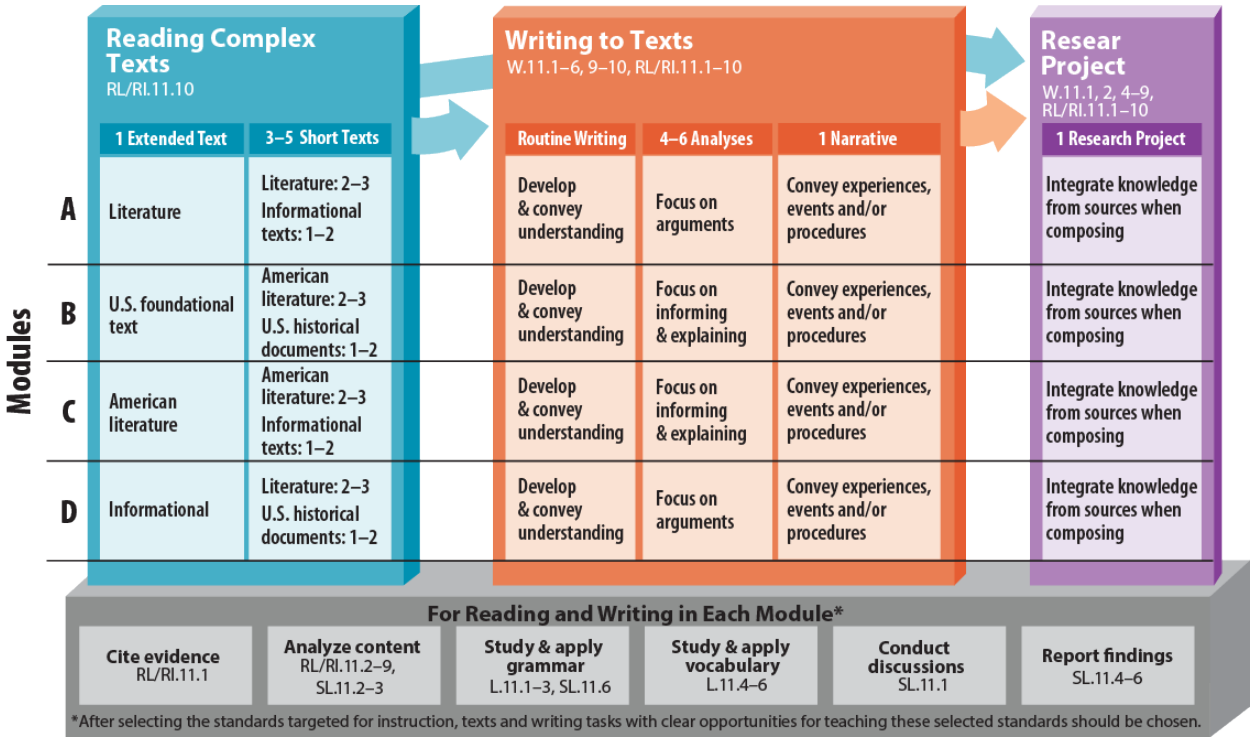
In grade 11, students begin to excel at making oral and written arguments that are logical and well-reasoned, objectively assessing the evidence on all sides of an issue. At this point, the Writing Standards specify that students should possess the fluency, flexibility, and focus to produce high-quality drafts under tight deadlines and be equally proficient at editing and revising their written work (over multiple drafts if needed).

Literacy Standards for Other Disciplines in Grade 11

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is the idea that instruction in reading, writing, speaking, listening, and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Because each discipline acquires, develops, and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into their instructional programming. Accordingly, the Model Content Frameworks require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 11

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context (but not replace engaging with the standards themselves).



Key Terms and Concepts for Grade 11 ELA Model Content Framework Chart

Reading Complex Texts

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. (Though the chart shows the module with an extended U.S. foundational text being read in the second module, this is only an example of how one might organize the modules; some educators may want to emphasize the reading of the extended foundational text earlier or later in the academic year). Fulfilling the ELA standards for grades 6-12 requires much greater attention to a specific category of informational text — literary nonfiction — than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in other classes to meet the demands of the standards.

> *Three to five short texts:* Selections would include short texts of sufficient complexity for close reading (with emphasis on reading American literature and U.S. historical documents) that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.[58] Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

[58] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the Common Core State Standards.

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics (Common Core State Standards, page 57).

- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, page 57).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play, or longer literary nonfiction), depending on the focus of the module (e.g., an American novel, play, or U.S. foundational text). Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text; compare and synthesize ideas across other related texts; conduct text-focused discussions; and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing to Texts

The balance of student writing at this level is **80 percent analytical** (40 percent argument and 40 percent to explain/inform) and **20 percent narrative,** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[59]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure, and content and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.11.1 and W.11.9), as well as on crafting works that display a high degree of logical integration and coherence (W.11.4, W.11.5 and L.11.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multiparagraph responses, allowing teachers to assess students' ability to paraphrase, infer, and integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include *at least* one comparative analysis and one paper incorporating research that focuses on texts that students have read closely.

One narrative per module: Narrative writing offers students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they

[59] To help curriculum developers and teachers plan, a Writing Standards Progression Chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grades.

read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

Research Project

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This task may entail gathering and synthesizing relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to assess the strengths and limitations of each source in terms of the task, integrate the information gathered in a manner that maintains the flow of ideas, and avoid overreliance on any one source. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[60]

For Reading and Writing in Each Module

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close, analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 11, students should cite strong and thorough textual evidence that supports their analysis when both explicitly explaining the text and making inferences based on it, including where the text leaves matters uncertain (RL/RI.11.1).

Analyze content: The content of each text should determine which standards (RL/RI.11.2–9 and SL.11.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.11.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.11.4–6).[61] Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should initiate and engage in a range of collaborative discussions (one-on-one, small group, teacher-led), building on others' ideas and expressing their own clearly with evidence, guided by democratic rules. Students should probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; respond thoughtfully to diverse perspectives; and synthesize comments and resolve contradictions when possible (SL.11.1).

Report findings: Students should orally present claims and supporting evidence conveying a clear and distinct perspective while ensuring that alternative or opposing perspectives are addressed and

[60] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[61] For a definition of Tier 2 words, see the introduction to the Model Content Frameworks and Appendix A, pages 33–35.

that the development, substance, and style are appropriate to purpose, audience and task (SL.11.4–6).

Writing Standards Progression from Grades 9-10 to Grades 11-12

In grades 11 and 12, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.11–12.1–3).

Specific changes in the Writing Standards from grades 9-10 to grades 11-12 are highlighted in the chart below:

Grades 9-10, Standard 1 (W.9–10.1)	**Grades 11-12, Standard 1 (W.11–12.1)**
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

Grades 9-10, Standard 2 (W.9–10.2)	Grades 11-12, Standard 2 (W.11–12.2)
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. 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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. 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. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Grades 9-10, Standard 3 (W.9–10.3)	**Grades 11-12, Standard 3 (W.11–12.3)**
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event

sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, 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.	sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, 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.
Grades 9-10, Standard 4 (W.9–10.4)	**Grades 11-12, Standard 4 (W.11–12.4)**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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.)
Grades 9-10, Standard 5 (W.9–10.5)	**Grades 11-12, Standard 5 (W.11–12.5)**
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	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 Language standards 1–3 up to and including grades 11–12 on page 54.)
Grades 9-10, Standard 6 (W.9–10.6)	**Grades 11-12, Standard 6 (W.11–12.6)**

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.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Grades 9-10, Standard 7 (W.9–10.7)	**Grades 11-12, Standard 7 (W.11–12.7)**
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Grades 9-10, Standard 8 (W.9–10.8)	**Grades 11-12, Standard 8 (W.11–12.8)**
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Grades 9-10, Standard 9 (W.9–10.9)	**Grades 11-12, Standard 9 (W.11–12.9)**
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in

sufficient; identify false statements and fallacious reasoning").	U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
Grades 9-10, Standard 10 (W.9–10.10)	**Grades 11-12, Standard 10 (W.11–12.10)**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	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.

Speaking and Listening Standards Progression from Grades 9-10 to Grades 11-12

In grades 11 and 12, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information both clearly and persuasively. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grades 9-10 to grades 11-12 are highlighted in the chart below:

Grades 9-10, Standard 1 (SL.9–10.1)	**Grades 11-12, Standard 1 (SL.11–12.1)**
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and

larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Grades 9-10, Standard 2 (SL.9–10.2)	**Grades 11-12, Standard 2 (SL.11–12.2)**
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Grades 9-10, Standard 3 (SL.9–10.3)	**Grades 11-12, Standard 3 (SL.11–12.3)**
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Grades 9-10, Standard 4 (SL.9–10.4)	**Grades 11-12, Standard 4 (SL.11–12.4)**
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Grades 9-10, Standard 5 (SL.9–10.5)	**Grades 11-12, Standard 5 (SL.11–12.5)**
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Grades 9-10, Standard 6 (SL.9–10.6)	**Grades 11-12, Standard 6 (SL.11–12.6)**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

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The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading Literature	
Key Ideas and Details	
RL.12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	
RL.12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	
RL.12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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RL.12.8	Not applicable to literature.
RL.12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	
RL.12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

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Reading Informational Text	
Key Ideas and Details	
RI.12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
RI.12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Integration of Knowledge and Ideas	
RI.12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity	
RI.12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

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The following standards for Grade 12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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W.12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
W.12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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W.12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
W.12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	
W.12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.12.9a	Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
W.12.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
Range of Writing	
W.12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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The following standards for Grade 12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	
SL.12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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SL.12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

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The following standards for Grade 12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.12.2a	Observe hyphenation conventions.
L.12.2b	Spell correctly.
Knowledge of Language	
L.12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.12.3a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Acquisition and Use	
L.12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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L.12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.12.5b	Analyze nuances in the meaning of words with similar denotations.
L.12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 11-12:
Literacy in History/SS

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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

Grades 11-12:
Literacy in Science and Technical Subjects

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading in Science and Technical Subjects	
Key Ideas and Details	
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure	
RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas	
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
RST.-11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity	
RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

Grades 11-12:
Writing in History/SS, Science and Technical Subjects

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Writing	
Text Types and Purposes	
WHST.11-12.1	Write arguments focused on discipline-specific content.
WHST.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
WHST.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
WHST.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
WHST.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WHST.11-12.1e	Provide a concluding statement or section that follows from or supports the argument presented.
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.11-12.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Grades 11-12:
Writing in History/SS, Science and Technical Subjects

WHST.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
WHST.11-12.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
WHST.11-12.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
WHST.11-12.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
WHST.11-12.3	Not Applicable
Production and Distribution of Writing	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:
Writing in History/SS, Science and Technical Subjects

Range of Writing	
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note

Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Mississippi College and Career Readiness Standards for English Language Arts

High School Electives

CREATIVE WRITING
Grades 9-12
1 English Credit

The Creative Writing course will provide the student practices in the processes of composing poems, personal descriptive and narrative essays, and short fiction. If time allows, the writing of drama may be pursued. The course affords an opportunity for self- expression, promotes critical thinking, expands the imagination, and develops the use of figurative and literal language. The student will pursue an independent project in creative writing. The student will become a critical reader and editor of his/her own work and of the work of his/her classmates. The student will be encouraged to submit works for publication.

Writing	
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9a	Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2a	Observe hyphenation conventions.
L.11-12.2b	Spell correctly.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

DEBATE
Grades 9-12
.5 or 1 English Credit

This course provides instruction in how to acquire, analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skill in debate helps the individual to think logically, clearly, and quickly, and it helps a student to identify flawed reasoning and argue persuasively.

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

W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

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

L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Foundations of Journalism
Grades 9-12
.5 or 1 English Credit

Foundations of Journalism is an English course for one Carnegie unit credit. It's intended as a general course to enhance students' communication and media literacy skills. It is a prerequisite for subsequent journalism courses. This course is designed to help students produce a factual, journalistically-sound piece of writing from interviews they conducted. By the end of this course, students should be able to produce a factual, journalistically-sound piece of writing from interviews they conducted. Students should also be able to create at least one accompanying visual element (photo/video) and publish their work (story + visual) to the web.

1. Develop an awareness of the history and role of journalism in Mississippi and in American society.	
1.a	Understand the relationship of a free press to a democratic society.
1.b	Trace the historical development of media through American history, including but not limited to the following events/periods: • 1st newspaper in America • The Civil War and the rise of the telegraph • Yellow Journalism • Orson Welles and the power of radio • Kennedy/Nixon debate and the power of television • Cable Network News (CNN) starts 24-hour news cycle • Newspapers start websites and the rise of bloggers • Facebook, Twitter and the social media revolution
1.c	Identify famous Mississippi journalists/newspapers and their historical significance.
1.d	Identify careers related to the field of journalism and new media.
2. Develop skills in gathering and evaluating information.	
2.a	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)
2.b	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11-12.2)
2.c	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9-10.2)

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2.d	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (RI.9-10.7)
2.e	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)
2.f	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)
2.g	Develop techniques in interviewing and note-taking, and interview sources from a list of developed questions.
2.h	Develop techniques in researching and gathering background information for written reports.
3. Develop journalistic writing skills.	
3.a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.9-10.1)
3.b	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (W.9-10.1a)
3.c	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (W.9-10.1b)
3.d	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (W.9-10.1c)
3.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.1d)
3.f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.9-10.2)
3.g	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9-10.2a)

3.h	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2b)
3.i	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2c)
3.j	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.12d)
3.k	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.2e)
3.l	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)
3.m	Identify news, elements of news and news sources.
3.n	Present facts without editorializing.
3.o	Write stories with effective leads.
3.p	Write stories that answer who, what, when, where, why and how of a topic, using the basic inverted-pyramid structure of a news story.
3.q	Recognize and develop categories of specialized writing including opinion, features, sports, blog posts, captions, broadcast reports, headlines, and yearbook.
3.r	Use copy symbols and stylebook to proofread/copyedit writing for errors in content, organization, grammar, and accuracy.
4. Identify the legal and ethical principles associated with practicing media.	
4.a	Examine the Society of Professional Journalists' Code of Ethics.
4.b	Identify court decisions and understand how they are relevant to student media, including but not limited to *Tinker vs. Des Moines School District (1969)* and *Hazelwood School District vs. Kuhlmeier (1988)*.
4.c	Understand the legal parameters of libel, slander and copyright law.
5. Demonstrate use of video, photography, and design in media.	
5.a	Understand basic rules of layout and page design, including typography.
5.b	Develop skills in photo journalism.
5.c	Explore the basics of filming and video editing for journalism.

6. Demonstrate digital publishing and linking.	
6.a	Examine the ways that online content differs from print content.
6.b	Publish stories in a digital format, such as blog.
6.c	Insert links into online stories that add context or depth to coverage.
7. Demonstrate the role of advertising.	
7.a	Understand the role of advertising in the communications media.
7.b	Understand professional techniques in writing and designing advertisements.
7.c	Produce sample advertisements for local businesses.

Broadcast Journalism
Grades 9-12
.5 or 1 English Credit

The Broadcast Journalism course provides students with quality academic instruction in television, radio, and video production by providing training in operating equipment, reporting and scriptwriting, as well as planning, directing, and producing video projects. This course is designed to help students produce a broadcast news show that includes anchor segments, field reports and feature segments. Students should select all content, write all scripts, and film and edit all video. Show(s) should be published to the web and available to the public. Foundations of Journalism is a prerequisite for this class.

1. Work individually and as a member of a team to produce original video/radio shows for school/community.	
1.a	Establish production parameters/vision and organize a plan for deadlines, division of labor, etc.
1.b	Understand concepts of basic set design for a small studio news show.
1.c	Assume a given role, such as reporter/writer, videographer, director/editor, producer, etc.
1.d	Brainstorm ideas for coverage based on news value and assign projects accordingly.
1.e	Deliver news show to students/community.
2. Plan and produce factual and informative audio/video packages for broadcast.	
2.a	Brainstorm, research and storyboard packages before filming/writing.
2.b	Film on-camera interviews and B-roll that capture all angles of a story.
2.c	Use a combination of standard camera shots (close-up, medium, wide, establishing, cut-in, cut-away, etc.)
2.d	Edit raw footage and audio into a meaningful sequence of events that complements a spoken, non-biased narration.
2.e	Compose graphics and special effects that enhance (not distract from) reporting.
3. Write quality, informative scripts for broadcasts and packages.	
3.a	Distinguish between newspaper/magazine writing and broadcast writing (writing to be read vs. writing to be heard).
3.b	Focus scriptwriting on informing an audience. Eliminate generalities and unnecessary words. Use short, simple, conversational narration that employs proper usage of Standard English.
3.c	Identify people by title and full name on first reference. Use only last names in subsequent mentions.

3.d	Speak coherently (verbally and non-verbally) and in harmony with the tone of the report, and continually refine presentation skills (voice quality, articulation, body language and stage presence).
4. Operate basic video/audio production equipment.	
4.a	Explain the function of each type of production equipment.
4.b	Operate and exhibit the correct use of cameras, tripods, hand-held/lavaliere microphones, audio mixers, graphics generators and video editing software.
4.c	Execute basic camera movements using a tripod.
4.d	Use the basic structure of small studio lighting.
4.e	Use relevant broadcasting terminology and establish it as the common language of studio.
4.f	Demonstrate the concepts of headroom, nose room, lead room and the Rule of Thirds.
5. Use industry-standard marketing techniques to sell advertisements and advance the publication's brand.	
5.a	Work with local groups and businesses to design advertisements based on the customer's needs.
5.b	Develop a marketing campaign for publication (with both digital and print elements).
6. Engage audience through the web, social media.	
6.a	Publish work to the web via streaming sites such as Vimeo, TeacherTube or YouTube, via podcast or on the school web site.
6.b	Engage audience through social media, including but not limited to links to student content, breaking news reports, polls and requests for feedback.
7. Evaluate broadcasts to determine areas for growth and improvement.	
7.a	Critique works of other students.
7.b	Encourage other students, community members and industry professionals to submit feedback.

Print Journalism
Grades 9-12
.5 or 1 English Credit

The Print Journalism course provides students with quality academic instruction in newspaper/yearbook/news-site production by providing training in reporting, writing, photography, design and equipment operation, as well as in leadership and management skills (necessary to plan and execute the publication process). This course is designed to help students produce a newspaper, news magazine, news website or yearbook that informs a defined audience of school and community news in a timely manner. Students should select all content, write all copy, photograph/design visual elements and manage their own website/social media accounts. Works should be published in some form (print or digital) and available to the public, either for free or for purchase.

2. Work individually and as a member of a team to produce original student-run publications for the school/community.	
1.a	Establish publication parameters/vision and organize a plan for deadlines, division of labor, etc.
1.b	Assume a given role, such as reporter/writer, photographer, editor, etc.
1.c	Identify ideas for coverage based on news value and assign work accordingly.
1.d	Operate within parameters of standard legal and ethical practices
3. Identify local topics of student interest/concern and gather information that informs/educates the audience.	
2.a	Gather background information via books, reports, the web, etc.
2.b	Formulate a list of big-idea questions that need answering and seek out human sources that can answer them.
2.c	Interview sources using a list of pre-prepared questions; eliminating items, adding others and asking follow-up/clarifying questions as needed.
4. Demonstrate journalistic writing and editing skills through factual, non-biased coverage of events relevant to students.	
3.a	Structure stories as an inverted pyramid, with the major facts at the top of the story. Leads should be succinct and engaging.
3.b	Focus writing on informing an audience. Eliminate generalities and unnecessary words. Use short, simple, conversational writing that employs proper usage of Standard English.
3.c	Properly attribute quotes (direct and indirect) from outside sources.

3.d	Demonstrate ability to clearly articulate opinions in staff editorials, columns & reviews. These stories should be clearly marked as opinion/commentary.
3.e	Use copy symbols and stylebook to proofread/copyedit writing for errors in content, organization, grammar and accuracy.
5. Produce quality, consistent visual elements that advance the overall readability of the story, publication.	
4.a	Take quality photographs that capture the action and/or emotion of the event/topic. All photographs should be accompanied by an identifying caption.
4.b	Develop a consistent layout/design that reflects the identity/theme of the online/print publication. This includes typography, artwork, modules and copy.
6. Use industry-standard marketing techniques to sell advertisements and advance the publication's brand.	
5.a	Work with local groups and businesses to design advertisements that meet the customer's needs.
5.b	Develop a marketing campaign for a publication (with both digital and print elements).
6. Engage audience through the web, social media.	
6.a	Publish work to the web via an independent staff site (recommended) or on the school web site.
6.b	Engage audience through social media, including but not limited to links to student content, breaking news reports, polls and requests for feedback.
7. Evaluate publications to identify areas for growth and improvement.	
7.a	Critique the work of other students.
7.b	Encourage other students, community members and industry professionals to submit feedback.

MISSISSIPPI WRITERS
Grades 9-12
.5 or 1 English Credit

The Mississippi Writers course focuses on the state's rich literary heritage through the study of poetry, fiction, nonfiction, and drama. The course identifies major sources and themes of twentieth century and contemporary Mississippi writing. The student will recognize the contribution of Mississippi writers, such as William Faulkner, Eudora Welty, Richard Wright, Willie Morris, Anne Moody, etc., to twentieth century American writing and recognize that Mississippi writing is an expression of a particular place that achieves universality.

Reading Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Informational Text	
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal and the premises, purposes, and arguments in works of public advocacy.
RI.12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.
RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
Writing	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9a	Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

W.11-12.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy).
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ORAL COMMUNICATION
Grades 9-12
.5 or 1 English Credit

This course includes instruction in how to acquire, analyze, and evaluate information in order to make decisions and establish satisfying relationships. Skill in oral communication helps the student to think logically, clearly, and creatively.

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

W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9a	Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
W.11-12.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

SREB LITERACY READY COURSE
Grade 12
1 English Credit

In 2011, SREB began forming a regional partnership of states and experts to develop a readiness course in disciplinary literacy. The courses were designed to help college-bound students reach their state's college and career-readiness benchmarks before high school graduation.

The Readiness Courses is designed to assist students who are preparing for postsecondary education—meaning they do not reach the state's college- and career-readiness benchmarks on either the ACT, SAT, PARCC, or other assessment—to become prepared and reach those benchmarks.

This course is best suited for the middle range of students, not those who can succeed in Advanced Placement courses or who are severely behind. The course is built with rigor, innovative instructional strategies, and a concentration on contextual learning that departs from procedural memorization and focuses on engaging the students in a real-world context. The course provides literacy strategies that allow students to read and comprehend all manner of texts and genres in every core discipline. In short, this course targets students with weaknesses and college-ready skill gaps and re-educate them in new ways to ensure they are prepared for postsecondary-level pursuits.

The course is available free of charge to any district, school or teacher who wishes to download it from the SREB website, after a simple registration process. The full course and additional resources, including informational publications, policy briefs, state information and slide presentations, is also available on the website at SREB.org/Ready.

The SREB Readiness Course titled Literacy Ready is an innovative, dynamic course built to help students master the literacy skills needed for three core subject areas — English, social science and science. Literacy Ready consists of six units: two in history, two in English and two in science. Content of the discipline is at the forefront of the curriculum; while the disciplinary literacy skills are emphasized through reading and writing assignments based on the content. Units are focused on truly understanding how to read and interpret texts in the discipline on a college level. They are designed to be used as steppingstones, with the first module in each subject less rigorous and demanding than the last.

English (Supplemental Fourth-Year or Senior English)

Both units are designed to address the following essential question: "How is the exponential increase of information that we process in all forms of media affecting the way we live?"

Unit 1: Informational

The first unit engages students in reading informational text from Nicholas Carr's *The Shallows: What the Internet is Doing to Our Brains*, as well as a number of related supplemental texts. Students practice the following reading skills with an English disciplinary focus: literary epistemology; reading for argument, claim and evidence; reading for rhetorical strategies and patterns; and reading for internal and external connections. The unit conclusion engages students in collecting evidence for a stance-based synthesis presentation on a topic drawn from the central text. Students use feedback received from peers and from the teacher to revise their syntheses and submit a synthesis essay.

Unit 2: Literary

The second unit moves into literary study, using *Ubik* by Philip K. Dick as the central text. In this unit, students read the central text and a variety of related supplemental texts. They practice the following reading skills with an English disciplinary focus: literary epistemology, close reading; inference, interpretation of rhetorical strategies and patterns; and reading for internal and external connections. The unit conclusion involves students in collecting and presenting evidence for a literary argument essay on one of three topics related to the central text. With a draft of the literary argument in hand, students participate in a debate related to a common question drawn from the theme of the novel.

Science (Biology)

Each unit has a different theme associated with science. The first unit evaluates science claims in health and nutrition, while the second requires students to dig further to understand DNA structure and the future of biotechnology.

Unit 1: Nutrition

In this unit, students are introduced to disciplinary literacy in the sciences. Students learn strategies for reading multiple types of text, including science textbooks, research articles and news articles. They also learn a variety of ways to write about science—from personal reflection to public consumption—and to comprehend science information in multiple representations, including animations, diagrams, charts and tables.

Unit 2: DNA and Biotechnology

In this unit, students extend their understanding of reading and writing in the sciences as they read research articles and textbook material, take notes from lecture videos and make predictions using scientific models. The text material in this second science unit is more complex in both content and composition than the material in the first unit. Additionally, students are asked to write in more depth as they prepare and present an evidence-based scientific poster in a research symposium.

Social Science (U.S. History or Government)

Units are unified by the topic "concepts of liberty and freedom."

Unit 1: Civil Rights Movement

The first unit focuses on the Civil Rights Movement and the changes that took place over the period of the 1960s. Students draw information from a textbook chapter, a film, a lecture, and a number of primary source documents as they learn to read history, to recognize implicit and explicit claims and evidence, to write a historical account and to form arguments.

Unit 2: U.S. Foreign Affairs

The second unit focuses on U.S. involvement in foreign affairs: the Cuban Missile Crisis and the Vietnam War. In this unit, students read multiple texts as well, but more emphasis is placed on writing historical arguments based on their reading. The texts and sources in this unit are more complex than in the first.

SURVEY OF AFRICAN AMERICAN WRITING
Grades 9-12
.5 or 1 English Credit

The Survey of African American Writing course is a survey course that draws upon a compilation of genres, themes, styles, and language used by various writers of African-American descent. The student will recognize and appreciate contributions of selected authors through reading, speaking, and viewing selected works and by researching and writing.

Reading Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
Reading Informational Text	
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy.
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
Writing	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9a	Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
W.11-12.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy).
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SURVEY OF TWENTIETH CENTURY WRITING
Grades 9-12
.5 or 1 English Credit

The Survey of Twentieth Century Writing course covers major writers and themes in the Americas and Western Europe for the period from World War I to the present time. The student will recognize major themes present in twentieth century writing and will draw parallels to history and present day concerns. As a result of this course, students will have a greater awareness of events and writings that have shaped and been part of the ideas and culture of the twentieth century.

Reading Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9	Demonstrate knowledge of twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
Reading Informational Text	
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy.
RI.12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
Writing	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9a	Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
W.11-12.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy).
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

TECHNICAL AND WORKPLACE WRITING
Grades 9-12
.5 or 1 English Credit

The Technical and Workplace Writing course focuses on the various kinds of written communication currently occurring in a variety of workplaces and careers. In this course, students examine actual examples of written materials produced to communicate within the workplace as well as outside the workplace for the customer and general public. Through reviewing examples and through instruction, students will gain a sense of general principles of communication, learn how audience and purpose shape the form and content of the written piece, and discern how organization, wording, accuracy and specificity of details, typography, visuals, design, grammar, usage, and mechanics contribute to effective communication. Students will apply what they have learned by creating a variety of kinds of written communication. Since conveying information is at the heart of much of workplace and technical writing, students will practice gathering information through research as well as communicate information through various kinds of writing.

The course should be taught so that it offers challenge. Writings should include pieces requiring more sophistication or complexity: delivering or justifying news or a stance, persuading or manipulating the reader's opinions or emotions, and explaining complex processes. Students will produce individual pieces as well as participate in group review of their writings. Through these experiences of working with others, they will practice the language skills of explaining, persuading, and negotiating, and learn the importance and effect of their words.

Reading Informational Text	
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
Writing	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2a	Observe hyphenation conventions.
L.11-12.2b	Spell correctly.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

WORLD LITERATURE
Grades 9-12
.5 or 1 English Credit

The World Literature course is an examination of literary works that have contributed significantly to the thinking of humankind and have contributed greatly to various cultures. In this course, students will read a variety of masterpieces and influential literary works. The course may be organized by theme, genre, or chronology. The one-semester World Literature course may focus mainly on one time period or span centuries to show the range of literary heritage, whereas the one-year course will require reading of literature from the ancient classical period to the twentieth century. In either case, the teacher will need to determine whether the course will include mainly one or two genres or cover many genres, such as plays, poetry, novels, and short stories. The teacher also has the freedom to determine the particular countries and cultures that the works will represent. In the one-semester course, however, at least one work should be chosen to represent the literature of each: (a) Classical Greece or Rome, (b) Great Britain, (c) Europe, (d) the Americas, and (e) either Asia or Africa.

Reading Literature	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9-10.8	Not applicable to literature.
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing	
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mississippi College and Career Readiness Standards for English Language Arts

Advanced Placement

ADVANCED PLACEMENT: ENGLISH LANGUAGE AND COMPOSITION
Grades 9-12
1 English Credit

The College Board, a national organization, sponsors this course, through which college credit may be earned if the student chooses to take and passes the AP examination and if the college in question accepts the credit. To teach this course for the first time or for information, teachers should contact their principal, guidance counselor, or AP coordinator at their school. If further assistance or an order form for the teacher's guide and other helpful materials is needed, contact:

The College Board
45 Columbus Avenue
New York, NY 10023
Phone: (212) 713-8000

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.[62]

According to the College Board, the goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. Although the college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose, the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Most composition courses emphasize the expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, most composition courses teach students that the expository, analytical and argumentative writing they must do in college is based on reading as well as on personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (The Chicago Manual of Style), the American Psychological Association (APA) and the Council of Biology Editors (CBE).
As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient

[62] This description is taken from the Advanced Placement Course Description.

richness and complexity to communicate effectively with mature readers. An AP English Language and Composition course should help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students should be encouraged to place their emphasis on content, purpose and audience and to allow this focus to guide the organization of their writing.

College writing programs recognize that skill in writing proceeds from students' awareness of their own composing processes: the way they explore ideas and draft and revise their work. This experience of the process of composing is the essence of the first-year writing course, and the AP English Language and Composition course should emphasize this process, asking students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. Although these extended, revised essays are not part of the AP Exam, the experience of writing them will help make students more self-aware and flexible writers and thus may help their performance on the exam itself. The various AP English Language Released Exams and AP Central® (www.apcentral.collegeboard.com) provide sample student essay responses to exercises that can be useful as timed writing assignments and as the basis for extended writing projects.

An AP English Language and Composition course may be organized in a variety of ways. It might be organized thematically around a group of ideas or issues, using a variety of works and examining rhetorical strategies and stylistic choices. A course focusing on the theme of liberty, for example, might use such writers as John Stuart Mill, Frederick Douglass, Toni Morrison, Susan B. Anthony, Joseph Sobran, Elie Wiesel, Emile Zola and Mary Wollstonecraft to examine the wealth of approaches to subject and audience that these writers display. Another possibility is to organize a course around sequences of assignments devoted to writing in particular forms (argumentative, narrative, expository) or to group readings and writing assignments by form, theme or voice, asking students to identify writers' strategies and then practice them themselves. Still another alternative is to use genre as an organizing principle for a course, studying how the novel, compared to the autobiography, offers different possibilities for writers, and how classical debate or argument influences us in ways that are not the same as those used in consensus building. The study of language itself — differences between oral and written discourse, formal and informal language, historical changes in speech and writing — is often a productive organizing strategy for teachers.
Whatever form the course takes, students write in both informal and formal contexts to gain authority and learn to take risks in writing. Imitation exercises, journal keeping, collaborative writing and in-class responses are all good ways of helping students become increasingly aware of themselves as writers and of the techniques employed by the writers they read. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skill in reading (see the AP English Language and Composition Teacher's Guide for ideas on readings and sample curricula). Concurrently, to reflect the

increasing importance of graphics and visual images in texts published in print and electronic media, students are asked to analyze how such images both relate to written texts and serve as alternative forms of text themselves. In addition, the informed use of research materials and the ability to synthesize varied sources (to evaluate, use and cite sources) are integral parts of the AP English Language and Composition course. Students move past assignments that allow for the uncritical citation of sources and, instead, take up projects that call on them to evaluate the legitimacy and purpose of sources used. One way to help students synthesize and evaluate their sources in this way is the researched argument paper.

Research helps students to formulate varied, informed arguments. Unlike the traditional research paper, in which works are often summarized but not evaluated or used to support the writer's own ideas, the researched argument requires students to consider each source as a text that was itself written for a particular audience and purpose. Researched argument papers remind students that they must sort through disparate interpretations to analyze, reflect upon, and write about a topic. When students are asked to bring the experience and opinions of others into their essays in this way, they enter into conversations with other writers and thinkers. The results of such conversations are essays that use citations for substance rather than show, for dialogue rather than diatribe.

While the AP English Language and Composition course assumes that students already understand and use standard English grammar, it also reflects the practice of reinforcing writing conventions at every level. Therefore, occasionally the exam may contain multiple-choice questions on usage to reflect the link between grammar and style. The intense concentration on language use in the course enhances students' ability to use grammatical conventions appropriately and to develop stylistic maturity in their prose. Stylistic development is nurtured by emphasizing the following:

- a wide-ranging vocabulary used appropriately and effectively;
- a variety of sentence structures, including appropriate use of subordination and coordination;
- logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions and emphasis;
- a balance of generalization and specific illustrative detail; and
- an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

When students read, they should become aware of how stylistic effects are achieved by writers' linguistic choices. Since imaginative literature often highlights such stylistic decisions, fiction and poetry clearly can have a place in the AP English Language and Composition course. The main purpose of including such literature is to aid students in understanding rhetorical and linguistic choices, rather than to study literary conventions.

Because the AP course depends on the development of interpretive skills as students learn to write and read with increasing complexity and sophistication, it is intended to be a full-year course. Teachers at schools that offer only a single semester block for AP are encouraged to advise their AP English Language and Composition students to take an additional semester of advanced English in which they continue to practice the kind of writing and reading emphasized in the AP class. Upon completing the AP English Language and Composition course, then, students should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research and/or personal experience;
- write for a variety of purposes;
- produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- demonstrate understanding of the conventions of citing primary and secondary sources;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review;
- write thoughtfully about their own process of composition;
- revise a work to make it suitable for a different audience;
- analyze image as text; and
- evaluate and incorporate reference documents into researched papers.

ADVANCED PLACEMENT: ENGLISH LITERATURE AND COMPOSITION
Grades 9-12
1 English Credit

The College Board, a national organization, sponsors this course, through which college credit may be earned if the student chooses to take and passes the AP examination and if the college in question accepts the credit. To teach this course for the first time or for information, teachers should contact their principal, guidance counselor, or AP coordinator at their school. If further assistance or an order form for the teacher's guide and other helpful materials is needed, contact

The College Board
45 Columbus Avenue
New York, NY 10023
Phone: (212) 713-8000

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.[63]

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit such as those by the authors listed on pages 52–53. The pieces chosen invite and reward rereading and do not, like ephemeral works in such popular genres as detective or romance fiction, yield all (or nearly all) of their pleasures of thought and feeling the first time through. The AP English Literature and Composition Development Committee agrees with Henry David Thoreau that it is wisest to read the best books first; the committee also believes that such reading should be accompanied by thoughtful discussion and writing about those books in the company of one's fellow students.

Reading

Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. More importantly, they will have gotten to know a few works well. In the course, they read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and

[63] This description is taken from the Advanced Placement Course Description.

historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

A generic method for the approach to such close reading involves the following elements: the experience of literature, the interpretation of literature and the evaluation of literature. By experience, we mean the subjective dimension of reading and responding to literary works, including precritical impressions and emotional responses. By interpretation, we mean the analysis of literary works through close reading to arrive at an understanding of their multiple meanings. By evaluation, we mean both an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values. All three of these aspects of reading are important for an AP English Literature and Composition course.

Moreover, each corresponds to an approach to writing about literary works. Writing to understand a literary work may involve writing response and reaction papers, along with annotation, freewriting and keeping some form of a reading journal. Writing to explain a literary work involves analysis and interpretation and may include writing brief focused analyses on aspects of language and structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation and argument.

In short, students in an AP English Literature and Composition course read actively. The works taught in the course require careful, deliberative reading. And the approach to analyzing and interpreting the material involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the meaning and value of a piece of writing.

Most of the works studied in the course were written originally in English, including pieces by African, Australian, Canadian, Indian and West Indian authors. Some works in translation may also be included (e.g., Greek tragedies, Russian or Latin American fiction). The actual choice is the responsibility of the AP teacher, who should consider previous courses in the school's curriculum. In addition, the AP teacher should ensure that AP students will have studied, at some point in their high school years, literature from both British and American writers, as well as works written from the 16th century to contemporary times. In addition to British and American literature, teachers are encouraged to include in their curricula other literature in English. (See the AP English Literature and Composition Teacher's Guide for sample curricula.) In an ongoing effort to recognize the widening cultural horizons of literary works written in English, the AP English Literature Development Committee will consider and include diverse authors in the representative reading lists. Issues that might, from a specific cultural viewpoint, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender or class, are often represented artistically in works of literature. The Development Committee is committed to careful review of such potentially controversial material. Still, recognizing the universal value of literary art that probes difficult and harsh life experiences and so deepens understanding, the committee emphasizes that fair representation

of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, the AP English Literature and Composition Exam depends on a level of maturity consistent with the age of 12th-grade students who have engaged in thoughtful analysis of literary texts. The best response to a controversial detail or idea in a literary work might well be a question about the larger meaning, purpose or overall effect of the detail or idea in context. AP students should have the maturity, the skill and the will to seek the larger meaning through thoughtful research. Such thoughtfulness is both fair and owed to the art and to the author.

Although neither linguistic nor literary history is the principal focus in the AP course, students gain awareness that the English language that writers use has changed dramatically through history, and that today it exists in many national and local varieties. They also become aware of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works and authors of earlier times. Because the Bible and Greek and Roman mythology are central to much Western literature, students should have some familiarity with them. These religious concepts and stories have influenced and informed Western literary creation since the Middle Ages, and they continue to provide material for modern writers in their attempts to give literary form to human experience. Additionally, the growing body of works written in English reflecting non-Western cultures may require students to have some familiarity with other traditions.

Writing

Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. Although critical analysis makes up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. Such experiences sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.
To that end, writing instruction includes attention to developing and organizing ideas in clear, coherent and persuasive language. It includes study of the elements of style. And it attends to matters of precision and correctness as necessary. Throughout the course, emphasis is placed on helping students develop stylistic maturity, which, for AP English, is characterized by the following:

- a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness;
- a variety of sentence structures, including appropriate use of subordinate and coordinate constructions;
- a logical organization, enhanced by specific techniques of coherence such as repetition, transitions and emphasis;

- a balance of generalization with specific illustrative detail; and
- an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.

The writing required in an AP English Literature and Composition course is thus more than a mere adjunct to the study of literature. The writing that students produce in the course reinforces their reading. Since reading and writing stimulate and support one another, they are taught together in order to underscore both their common and their distinctive elements.

It is important to distinguish among the different kinds of writing produced in an AP English Literature and Composition course. Any college- level course in which serious literature is read and studied includes numerous opportunities for students to write and rewrite. Some of this writing is informal and exploratory, allowing students to discover what they think in the process of writing about their reading. Some of the writing involves research, perhaps negotiating differing critical perspectives. Much writing involves extended discourse in which students develop an argument or present an analysis at length. In addition, some writing assignments should encourage students to write effectively under the time constraints they encounter on essay exams in college courses in many disciplines, including English.

The various AP English Literature and Composition Released Exams and AP Central provide sample student essay responses written under exam conditions —with an average time of 40 minutes for students to write an essay response. These essays were written in response to two different types of questions: (1) an analysis of a passage or poem in which students are required to discuss how particular literary elements or features contribute to meaning; and (2) an “open’’ question in which students are asked to select a literary work and discuss its relevant features in relation to the question provided. Students can be prepared for these free-response questions through exercises analyzing short prose passages and poems and through practicing with “open’’ analytical questions. Such exercises need not always be timed; instead, they can form the basis for extended writing projects.
Because the AP course depends on the development of interpretive skills as students learn to write and read with increasing complexity and sophistication, the AP English Literature and Composition course is intended to be a full-year course. Teachers at schools that offer only a single semester block for AP are encouraged to advise their AP English Literature and Composition students to take an additional semester of advanced English in which they continue to practice the kind of writing and reading emphasized in their AP class.

Mississippi College and Career Readiness Standards for English Language Arts

Compensatory English

COMPENSATORY ENGLISH I
.5 or 1 Elective Credit

Students in English I in need of instructional support, intervention, or remediation may be enrolled in the Compensatory English I course under the following stipulations:

The Compensatory course:

1. must be taken in concert with CCSS English I;
2. includes content supportive of the accompanying English I course, and;
3. may be taken as an elective, but <u>will not</u> satisfy the number of Carnegie units in English required for graduation.

COMPENSATORY ENGLISH II
.5 or 1 Elective Credit

Students in English II in need of instructional support, intervention, or remediation may be enrolled in the Compensatory English II course under the following stipulations:

The Compensatory course:

1. must be taken in concert with CCSS English II;
2. includes content supportive of the accompanying English II course, and;
3. may be taken as an elective, but will not satisfy the number of Carnegie units in English required for graduation.

COMPENSATORY ENGLISH III
.5 or 1 Elective Credit

Students in English III in need of instructional support, intervention, or remediation may be enrolled in the Compensatory English III course under the following stipulations:

The Compensatory course:

1. must be taken in concert with CCSS English III;
2. includes content supportive of the accompanying English III or other credit bearing English course, and;
3. may be taken as an elective, but <u>will not</u> satisfy the number of Carnegie units in English required for graduation.

COMPENSATORY ENGLISH IV
.5 or 1 Elective Credit

Students in English IV in need of instructional support, intervention, or remediation may be enrolled in the Compensatory English IV course under the following stipulations:

The Compensatory course:

1. must be taken in concert with CCSS English IV;
2. includes content supportive of the accompanying English IV or other credit bearing English course, and;
3. may be taken as an elective, but will not satisfy the number of Carnegie units in English required for graduation.

Source: *Miss. Code Ann.* § 37-1-3