Hawaiʻi Common Core Standards for English Language Arts



Approved: April 2024 Reprinted May 2026

Table of Contents K-5

Kindergarten				1st Grade				2nd Grade				3rd Grade				4th Grade				5th Grade			
Reading Foundations				Reading Foundations				Reading Foundations				Reading Foundations				Reading Foundations				Reading Foundations			
RF.1	RF.2	RF.3	RF.4	RF.1	RF.2	RF.3	RF.4		RF.2	RF.3	RF.4		RF.2	RF.3	RF.4			RF.3	RF.4			RF.3	RF.4
Reading Informational				Reading Informational				Reading Informational				Reading Informational				Reading Informational				Reading Informational			
RI.1	RI.2	RI.3	RI.4	RI.1	RI.2	RI.3	RI.4	RI.1	RI.2	RI.3	RI.4	RI.1	RI.2	RI.3	RI.4	RI.1	RI.2	RI.3	RI.4	RI.1	RI.2	RI.3	RI.4
RI.5	RI.6	RI.7	RI.8	RI.5	RI.6	RI.7	RI.8	RI.5	RI.6	RI.7	RI.8	RI.5	RI.6	RI.7	RI.8	RI.5	RI.6	RI.7	RI.8	RI.5	RI.6	RI.7	RI.8
RI.9	RI.10			RI.9	RI.10			RI.9	RI.10			RI.9	RI.10			RI.9	RI.10			RI.9	RI.10		
Reading Literature				Reading Literature				Reading Literature				Reading Literature				Reading Literature				Reading Literature			
RL.1	RL.2	RL.3	RL.4	RL.1	RL.2	RL.3	RL.4	RL.1	RL.2	RL.3	RL.4	RL.1	RL.2	RL.3	RL.4	RL.1	RL.2	RL.3	RL.4	RL.1	RL.2	RL.3	RL.4
RL.5	RL.6	RL.7		RL.5	RL.6	RL.7		RL.5	RL.6	RL.7		RL.5	RL.6	RL.7		RL.5	RL.6	RL.7		RL.5	RL.6	RL.7	
RL.9	RL.10			RL.9	RL.10			RL.9	RL.10			RL.9	RL.10			RL.9	RL.10			RL.9	RL.10		
Writing Foundations				Writing Foundations				Writing Foundations				Writing Foundations				Writing Foundations				Writing Foundations			
WF.1	WF.2	WF.3		WF.1	WF.2	WF.3		WF.1	WF.2	WF.3		WF.1	WF.2	WF.3		WF.1	WF.2	WF.3		WF.1	WF.2	WF.3	
Writing				Writing				Writing				Writing				Writing				Writing			
W.1	W.2	W.3	W.4	W.1	W.2	W.3	W.4	W.1	W.2	W.3	W.4	W.1	W.2	W.3	W.4	W.1	W.2	W.3	W.4	W.1	W.2	W.3	W.4
W.5	W.6			W.5	W.6			W.5	W.6			W.5	W.6			W.5	W.6			W.5	W.6		
Speaking & Listening				Speaking & Listening				Speaking & Listening				Speaking & Listening				Speaking & Listening				Speaking & Listening			
SL.1	SL.2	SL.3	SL.4	SL.1	SL.2	SL.3	SL.4	SL.1	SL.2	SL.3	SL.4	SL.1	SL.2	SL.3	SL.4	SL.1	SL.2	SL.3	SL.4	SL.1	SL.2	SL.3	SL.4
SL.5				SL.5				SL.5				SL.5				SL.5				SL.5			
Language				Language				Language				Language				Language				Language			
L.1		L.3	L.4	L.1		L.3	L.4	L.1		L.3	L.4	L.1		L.3	L.4	L.1		L.3	L.4	L.1		L.3	L.4
L.5				L.5				L.5				L.5				L.5				L.5			

Note: Green Highlighted Boxes indicate standards in which additional standards from Speaking & Listening and/or Language are integrated into the main standard.

Approved: April 2024 Reprinted May 2026

Table of Contents 6-12

6th Grade				7th Grade				8th Grade				9th/10th Grade				11th/12th Grade			
Reading Foundations				Reading Foundations				Reading Foundations				Reading Foundations				Reading Foundations			
			RF.4				RF.4				RF.4								
Reading Informational				Reading Informational				Reading Informational				Reading Informational				Reading Informational			
RI.1	RI.2	RI.3	RI.4	RI.1	RI.2	RI.3	RI.4	RI.1	RI.2	RI.3	RI.4	RI.1	RI.2	RI.3	RI.4	RI.1	RI.2	RI.3	RI.4
RI.5	RI.6	RI.7	RI.8	RI.5	RI.6	RI.7	RI.8	RI.5	RI.6	RI.7	RI.8	RI.5	RI.6	RI.7	RI.8	RI.5	RI.6	RI.7	RI.8
RI.9	RI.10			RI.9	RI.10			RI.9	RI.10			RI.9	RI.10			RI.9	RI.10		
Reading Literature				Reading Literature				Reading Literature				Reading Literature				Reading Literature			
RL.1	RL.2	RL.3	RL.4	RL.1	RL.2	RL.3	RL.4	RL.1	RL.2	RL.3	RL.4	RL.1	RL.2	RL.3	RL.4	RL.1	RL.2	RL.3	RL.4
RL.5	RL.6	RL.7		RL.5	RL.6	RL.7		RL.5	RL.6	RL.7		RL.5	RL.6	RL.7		RL.5	RL.6	RL.7	
RL.9	RL.10			RL.9	RL.10			RL.9	RL.10			RL.9	RL.10			RL.9	RL.10		
Writing				Writing				Writing				Writing				Writing			
W.1	W.2	W.3	W.4	W.1	W.2	W.3	W.4	W.1	W.2	W.3	W.4	W.1	W.2	W.3	W.4	W.1	W.2	W.3	W.4
W.5	W.6			W.5	W.6			W.5	W.6			W.5	W.6			W.5	W.6		
Speaking & Listening				Speaking & Listening				Speaking & Listening				Speaking & Listening				Speaking & Listening			
SL.1	SL.2	SL.3	SL.4	SL.1	SL.2	SL.3	SL.4	SL.1	SL.2	SL.3	SL.4	SL.1	SL.2	SL.3	SL.4	SL.1	SL.2	SL.3	SL.4
SL.5				SL.5				SL.5				SL.5				SL.5			
Language				Language				Language				Language				Language			
L.1	L.2	L.3	L.4	L.1	L.2	L.3	L.4	L.1	L.2	L.3	L.4	L.1	L.2	L.3	L.4	L.1	L.2	L.3	L.4
L.5				L.5				L.5				L.5				L.5			

Note: Green Highlighted Boxes indicate standards in which additional standards from Speaking & Listening and/or Language are integrated into the main standard.

Note: Terms combined with a **/** indicate that these terms are interchangeable (e.g., point of view/perspective in Reading Informational)

Approved: April 2024 Reprinted May 2026

Table of Contents

Anchor Standards	Reading	P. 6	Writing	K-2	P. 52
	Writing	P. 7		3-5	P. 55
	Speaking & Listening	P. 8		6-8	P. 59
	Language	P. 9		9-12	P. 64
Reading Foundations	K-2	P. 10	Speaking & Listening	K-2	P. 68
	3-5	P. 14		3-5	P. 69
	6-8	P. 15		6-8	P. 71
				9-12	P. 74
Reading Informational	K-2	P. 16	Language	K-2	P. 76
	3-5	P. 20		3-5	P. 80
	6-8	P. 24		6-8	P. 82
	9-12	P. 28		9-12	P. 84
Reading Literature	K-2	P. 31			
	3-5	P. 35			
	6-8	P. 39			
	9-12	P. 43			
Writing Foundations	K-2	P. 46			
	3-5	P. 49			



Approved: April 2024 Reprinted May 2026

Anchor Standards K-12

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the anchor standards below by number. The anchor standards 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.



Return to Table of Contents

Approved: April 2024 Reprinted May 2026

Reading Anchor Standards	
Key Ideas and Details	
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.
R.2	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Craft and Structure	
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.
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.
R.6	Assess how perspective or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	
R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
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	
R.10	Read and comprehend complex literary and informational texts independently and proficiently.

Return to Table of Contents

Writing Anchor Standards	
Text Types and Purposes	
W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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.
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	
W.4	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
W.5	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
Research to Build and Present Knowledge	
W.6	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

Return to Table of Contents

Speaking and Listening Anchor Standards	
Comprehension and Collaboration	
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.
SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	
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.
SL.5	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing a full range of linguistic skills.

Return to Table of Contents

Language Anchor Standards	
Conventions of English	
L.1	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
L.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use	
L.3	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.
L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5	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.

Return to Table of Contents

Reading Foundations K-8

Kindergarten	1st Grade	2nd Grade
Print Concepts		
K.RF.1 Demonstrate understanding of the organization and basic features of print: a Follow words from left to right, top to bottom, and page by page. b Recognize that spoken words are represented in written language by specific sequences of letters. c Understand that words are separated by spaces in print. d Recognize and name all upper- and lowercase letters of the alphabet. e Recognize the distinguishing features of a sentence: - First word capitalization - Ending punctuation	1.RF.1 Demonstrate understanding of the organization and basic features of print: a Recognize the capitalization of proper nouns. b Recognize the meaning of ending punctuation. c Recognize the meaning of a comma within text.	2.RF.1 (Not addressed in 2nd grade)

Return to Table of Contents

Approved: April 2024 Reprinted May 2026

Phonological Awareness

Kindergarten

K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes):

- a Recognize and count individual words in a spoken sentence.
- b Recognize and produce rhyming words.
- c Count, pronounce, blend, and segment syllables in multisyllabic words.
- d Blend and segment onsets and rimes of single-syllable spoken words.
- e Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in 3-phoneme (consonant-vowel-consonant, or CVC) words, not including those ending with /l/, /r/, or /x/.
- f Blend and segment 2- and 3-phoneme words including long and short vowel sounds, diphthongs, and digraphs.
- g Distinguish long from short vowel sounds in spoken single-syllable words.

1st Grade

1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes):

- a Add, delete, and substitute syllables in multisyllabic words.
- b Blend sounds (phonemes) to orally produce single-syllable words, including short and long vowel sounds, consonant blends, digraphs, and diphthongs.
- c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes), including short and long vowel sounds.
- e Add, delete, or substitute (in words with 5-6 phonemes) individual sounds (phonemes) in initial and final positions in simple, one-syllable words to make new words.

2nd Grade

2.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes):

- a Add, delete, or substitute individual sounds in initial, medial, or final position in single-syllable words to make new words, including substitution within consonant blends.

Return to Table of Contents

Phonics and Word Recognition

Kindergarten

K.RF.3 Know and apply grade-level phonics and word analysis skills to read:

a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for each consonant, and all 5 vowels.

b Associate the long and short sounds with common spellings (graphemes) for the 5 major vowels (closed and open syllables).

c Accurately read regularly spelled one-syllable words in isolation and in text, including:

- Vowel-Consonant (VC)
- CVC
- CV
- All of the above word types with digraphs sh, ch, and th

d Read common grade-appropriate decodable and irregularly-spelled high-frequency words by sight (e.g., can, the, of, to, you, she, my, is, are, do, does).

1st Grade

1.RF.3 Know and apply grade-level phonics and word analysis skills to read:

a Read regularly spelled one and two-syllable words in isolation and in text, including:

- Short vowel words with CVC, CCVC, CVCC, and CCVCC patterns
- Digraphs (sh, ch, wh, th, ng, ck)
- Vowel-Consonant-Silent e (VCe) (e.g., cave)
- Vowel Teams (e.g., pain)
- R-Controlled Vowels (ar, er, ir, or, ur)
- Diphthongs
- Closed Syllables
- Open Syllables
- Inflectional Suffixes with no spelling change (e.g., help, helps, helped, helping)
- Prefixes
- Compound Words
- Contractions
- Possessives
- Plurals

b Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

c Read common, grade-appropriate decodable and irregularly-spelled high-frequency words by sight (e.g., eat, can, the, of, to, you, she, my, is, are, do,

2nd Grade

2.RF.3 Know and apply grade-level phonics and word analysis skills to read:

a Read one- and 2-syllable words in isolation and in text, including:

- 3-Consonant Blends
- Digraphs ph (/f/), gh (/f/), and ch (/k/ and /sh/)
- Trigraphs
- Complex Vowel-r Combinations (e.g., are, air, our, ore, ear, eer, ure, etc.)
- Diphthongs (/aw/ and /ow/)
- Schwa
- Possessives
- Plurals
- Silent Letter Combinations (kn-, -lm, -mb, gh-, wr-)
- Inflectional Suffixes with spelling change (e.g., carry, carries)
- Common Derivational Suffixes
- Less Common Prefixes (e.g., fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, etc.)

b Apply knowledge of the 6 syllable types when reading one- and 2-syllable words (open, closed, VCE, r-controlled, consonant + le, and vowel teams).

c Read common, grade-appropriate decodable and irregularly-spelled high-frequency words by sight (e.g., eat, can, the, of, to, you, she, my, is, are, do, does).

Return to Table of Contents

does).

Kindergarten	1st Grade	2nd Grade
Fluency		
K.RF.4 Demonstrate emergent fluency through: a Fluent letter and sound identification b Fluent decoding of taught phonics patterns in single words c Fluent decoding of taught phonics patterns in connected decodable text	1.RF.4 Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.	2.RF.4 Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.

Return to Table of Contents

3rd Grade	4th Grade	5th Grade
Print Concepts		
3.RF.1 (Not addressed in 3rd grade)	4.RF.1 (Not addressed in 4th grade)	5.RF.1 (Not addressed in 5th grade)
Phonological Awareness		
3.RF.2 (Not addressed in 3rd grade)	4.RF.2 (Not addressed in 4th grade)	5.RF.2 (Not addressed in 5th grade)
Phonics and Word Recognition		
3.RF.3 Know and apply grade-level phonics and word analysis skills to read: a Read regularly spelled single-syllable and multisyllabic words in isolation and in text, including: - Multisyllabic words with the patterns: VC/CV, V/CV, VC/V, and CV/VC - Possessives and Plurals - Irregular Past Tense and Plurals - Common Latin Affixes and Roots b Demonstrate and apply knowledge of syllable division and morpheme meaning when reading multisyllabic words. c Read common grade appropriate decodable and irregular high frequency words.	4.RF.3 Know and apply grade-level phonics and word analysis skills to read: a Read multisyllabic words in isolation and in text, including: - Latin Roots and Affixes - Common Greek Roots and Affixes b Read complex decodable and irregular high frequency words.	5.RF.3 Know and apply grade-level phonics and word analysis skills to read: a Read multisyllabic words in isolation and in text, including: - Greek and Latin Roots and Affixes b Apply knowledge of syllables, word origins, and morphemes when reading and determining word meaning. c Read complex and decodable and irregular high frequency words.
Fluency		
3.RF.4 Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.	4.RF.4 Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.	5.RF.4 Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.

Return to Table of Contents

6th Grade		7th Grade		8th Grade	
Fluency					
6.RF.4	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.	7.RF.4	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.	8.RF.4	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.

Return to Table of Contents

Reading Informational K-12

Key Ideas and Details

Kindergarten	1st Grade	2nd Grade
K.RI.1 With prompting and support, ask and answer questions about key details in a text. **Integrated Speaking and Listening** **K.RI.1. K.SL.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.	1.RI.1 Ask and answer questions about key details in a text. **Integrated Speaking and Listening** **1.RI.1. 1.SL.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2.RI.1 Ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions to demonstrate understanding of key details in a text. **Integrated Speaking and Listening** **2.RI.1 2.SL.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
K.RI.2 With prompting and support, identify the main/central topic and retell key details of a text. **Integrated Speaking and Listening** **K.RI.2. K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	1.RI.2 Analyze informational text development: a Identify the main/central topic of a text. b Retell key details of a text. **Integrated Speaking and Listening** **1.RI.2. 1.SL.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	2.RI.2 Analyze informational text development: a Identify the main/central topic of a multiparagraph text. b Identify the focus of specific paragraphs within a multiparagraph text. **Integrated Speaking and Listening** **2.RI.2. 2.SL.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **Integrated Speaking and Listening** **K.RI.3. K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. **Integrated Speaking and Listening** **1.RI.3. 1.SL.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **Integrated Speaking and Listening** **2.RI.3. 2.SL.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Return to Table of Contents

Approved: April 2024 Reprinted May 2026

Craft and Structure

K.RI.4 With prompting and support,determine the meaning of words and phrases in a text relevant to a kindergarten topic or subject area.

Integrated Speaking and Listening		
K.RI.4. K.SL.3		Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Integrated Language		
K.RI.4. K.L.3		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content:
	a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
	b	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.
K.RI.4. K.L.4		With guidance and support from adults, explore word relationships and nuances in word meanings:
	a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
	c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

1.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.

Integrated Speaking and Listening		
1.RI.4. 1.SL.3		Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Integrated Language		
1.RI.4. 1.L.3		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:
	a	Use sentence-level context as a clue to the meaning of a word or phrase.
	b	Use frequently occurring affixes as a clue to the meaning of a word.
	c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
1.RI.4. 1.L.4		With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings:
	a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	b	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).
	c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
	d	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.

2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Integrated Speaking and Listening		
2.RI.4. 2.SL.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.
Integrated Language		
2.RI.4. 2.L.3		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:
	a	Use sentence-level context as a clue to the meaning of a word or phrase.
	b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
	c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
	d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
	e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.RI.4. 2.L.4		Demonstrate understanding of word relationships and nuances in word meanings:
	a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
	b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Approved: April 2024 Reprinted May 2026

K.RI.5	Identify the front cover, back cover, and title page of a book.	1.RI.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.	2.RI.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.
K.RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas					
K.RI.7	With prompting and support, describe the relationship between visual aids and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual aid depicts).	1.RI.7	Use the visual aids and details in a text to describe its key ideas.	2.RI.7	Explain how specific visual aids (e.g., a diagram showing how a machine works) contribute to and clarify a text.
K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.	1.RI.8	Identify the reasons an author gives to support points in a text.	2.RI.8	Describe how reasons support specific points the author makes in a text.
K.RI.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).	1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity					
K.RI.10	Actively engage in group reading activities with purpose and understanding.	1.RI.10	With prompting and support, read informational texts appropriately complex for grade 1.	2.RI.10	Read and comprehend informational texts appropriately complex for grade 2.

Return to Table of Contents

Approved: April 2024 Reprinted May 2026

Key Ideas and Details

3rd Grade

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.

Integrated Speaking and Listening	
3.RI.1. 3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.RI.2 Analyze informational text development:

a. Determine the main/central idea of a text.

b. Recount the key details and explain how they support the main/central idea.

Integrated Speaking and Listening	
3.RI.2. 3.SL.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.

3.RI.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.

Integrated Speaking and Listening	
3.RI.3. 3.SL	Report on a topic or text, tell a story, or recount an experience with appropriate

4th Grade

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Integrated Speaking and Listening	
4.RI.1. 4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.

4.RI.2 Analyze informational text development:

a. Determine the main/central idea of a text and explain how it is supported by key details.

b. Summarize the text, incorporating an explanation of how the key details support the main/central idea.

Integrated Speaking and Listening	
4.RI.2. 4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.RI.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.

Integrated Speaking and Listening	
4.RI.3. 4.SL.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and

5th Grade

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Integrated Speaking and Listening	
5.RI.1 5.SL.3	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5.RI.2 Analyze informational text development:

a. Determine two or more main/central ideas of a text and explain how they are supported by the key details.

b. Summarize the text, incorporating how the key details support the main/central ideas.

Integrated Speaking and Listening	
5.RI.2. 5.SL.2	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

5.RI.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.

Integrated Speaking and Listening	
5.RI.3. 5.SL.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,

Approved: April 2024 Reprinted May 2026

.4	facts and relevant, descriptive details, speaking clearly at an understandable pace.

	relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

	descriptive details to support main ideas o themes; speak clearly at an understandable pace.

Craft and Structure

3.RI.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.

Integrated Language		
3.RI.4. 3.L.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies:	
	a	Use sentence-level context as a clue to the meaning of a word or phrase.
	b	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).
	c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
	d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3.RI.4. 3.L.4	Demonstrate understanding of word relationships and nuances in word meanings:	
	a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
	b	Identify real-life connections between words and their use (e.g.,

4.RI.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.

Integrated Language		
4.RI.4. 4.L.3	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:	
	a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	c	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.
4.RI.4. 4.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	
	a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	b	Recognize and explain the meaning of common idioms, adages, and proverbs.

5.RI.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.

Integrated Language		
5.RI.4. 5.L.3	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:	
	a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph photosynthesis).
	c	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.
5.RI.4 5.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	
	a	Interpret figurative language, including similes and metaphors, in context.
	b	Recognize and explain the meaning of common idioms, adages, and proverbs.
	c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

		describe people who are friendly or helpful).
	c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

	c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	4.RI.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.	5.RI.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.
3.RI.6	Distinguish their own point of view/perspective from that of the author of a text.	4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view/perspective they represent.
Integration of Knowledge and Ideas					
3.RI.7	Use information gained from visual aids (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).	4.RI.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.	5.RI.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.
3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.	5.RI.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).
3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	5.RI.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					
3.RI.10	Read and comprehend informational texts appropriately complex for grade 3.	4.RI.10	Read and comprehend informational texts appropriately complex for grade 4.	5.RI.10	Read and comprehend informational texts appropriately complex for grade 5.

Return to Table of Contents

Key Ideas and Details

6th Grade

6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integrated Speaking and Listening	
6.RI.1. 6.SL.3	Delineate a speaker's argument and specific claims distinguishing claims that are supported by reasons and evidence from claims that are not.

6.RI.2 Analyze informational text development:

a. Determine a main/central idea of a text.

b. Incorporate key details that convey the main/central idea into an objective summary of the text.

Integrated Speaking and Listening	
6.RI.2. 6.SL.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.

6.RI.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).

Integrated Speaking and Listening	
6.RI.3. 6.SL.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.

7th Grade

7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integrated Speaking and Listening	
7.RI.1. 7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

7.RI.2 Analyze informational text development:

a. Determine two or more main/central ideas in a text and analyze their development over the course of a text.

b. Incorporate the development of the main/central ideas into an objective summary.

Integrated Speaking and Listening	
7.RI.2. 7.SL.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.

7.RI.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).

Integrated Speaking and Listening	
7.RI.3. 7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact,

8th Grade

8.RI.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.

Integrated Speaking and Listening	
8.RI.1. 8.SL.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.

8.RI.2 Analyze informational text development:

a. Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.

b. Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.

Integrated Speaking and Listening	
8.RI.2. 8.SL.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

8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Integrated Speaking and Listening	
8.RI.3. 8.SL.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.

Approved: April 2024 Reprinted May 2026

Return to Table of Contents

	adequate volume, and clear pronunciation.

Craft and Structure

6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Integrated Language		
6.RI.4. 6.L.3	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:	
	a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
	c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, t find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6.RI.4. 6.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	
	a	Interpret figures of speech (e.g., personification) in context.
	b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
	c	Distinguish among the connotations (associations) of words with similar denotations

7.RI.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.

Integrated Language		
7.RI.4. 7.L.3	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:	
	a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
	c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
7.RI.4. 7.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	
	a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
	b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

8.RI.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.

Integrated Language		
8.RI.4. 8.L.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade reading and content, choosing flexibly from a range of strategies:	
	a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
	c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary
8.RI.4. 8.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	
	a	Interpret figures of speech (e.g. verbal irony, puns) in context.
	b	Use the relationship between particular words to better understand each of the words.
	c	Distinguish among the connotations

Approved: April 2024 Reprinted May 2026

		(definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).			c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).			(associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Return to Table of Contents

6.RI.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.	7.RI.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.	8.RI.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.
6.RI.6	Determine an author's point of view/perspective or purpose in a text and explain how it is conveyed in the text.	7.RI.6	Determine an author's point of view/perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.	8.RI.6	Determine an author's point of view/perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas					
6.RI.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.	7.RI.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).	8.RI.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.
6.RI.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.	7.RI.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.	8.RI.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.
6.RI.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).	7.RI.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.	8.RI.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					
6.RI.10	Read and comprehend informational texts appropriately complex for grade 6.	7.RI.10	Read and comprehend informational texts appropriately complex for grade 7.	8.RI.10	Read and comprehend informational texts appropriately complex for grade 8.

Return to Table of Contents

Key Ideas and Details

9th-10th Grade		11th-12th Grade	
9/10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	11/12.RI.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.
9/10.RI.2	Analyze informational text development: a. Determine a main/central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped by specific details. b. Provide an objective summary of the text, including the analysis of the main/central idea's development.	11/12.RI.2	Analyze informational text development: a. Determine two or more main/central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Provide an objective summary of the text, including a complex analysis of how the main/central ideas interact and build on one another through the course of the text.
9/10.RI.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.	11/12.RI.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.

Integrated Speaking and Listening	
9/10.RI.3. 9/10.SL.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.

Integrated Speaking and Listening	
11/12.RI.3. 11/12.SL.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.

Approved: April 2024 Reprinted May 2026

Return to Table of Contents

Craft and Structure

9/10.RI.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).

Integrated Language		
9/10.RI.4. 9/10.L.3	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:	
	a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
	c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
	d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9/10.4. RI.4 9/10.L 4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	
	a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	b	Analyze nuances in the meaning of words with similar denotations.

11/12.RI.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).

Integrated Language		
11/12. RI.4 11/12. L.3	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:	
	a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	b	Identify and correctly use patterns of word changes that indicate differen meanings or parts of speech (e.g., conceive, conception, conceivable).
	c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
	d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
11/12.RI .4 11/12.L. 4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	
	a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
	b	Analyze nuances in the meaning of words with similar denotations.

9/10.RI.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).

11/12.RI.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.

Return to Table of Contents

9/10.RI.6	Determine an author's point of view/perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **Integrated Speaking and Listening** **9/10.RI.6.9/10.SL.3**: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	11/12.RI.6	Determine an author's point of view/perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **Integrated Speaking and Listening** **11/12.RI.6.11/12.SL.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.

Integration of Knowledge and Ideas

9/10.RI.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. **Integrated Speaking and Listening** **9/10.RI.7.9/10.SL.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.	11/12.RI.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. **Integrated Speaking and Listening** **11/12.RI.7.11/12.SL.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.
9/10.RI.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.	11/12.RI.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.
9/10.RI.9	Analyze foundational documents of historical and literary significance, including how they address related universal themes and concepts.	11/12.RI.9	Analyze foundational documents of historical and literary significance, including how they use rhetorical features and address related universal themes and concepts.

Range of Reading and Level of Text Complexity

9/10.RI.10	Read and comprehend informational texts appropriately complex for grade 9-10.	11/12.RI.10	Read and comprehend informational texts appropriately complex for grade 11-12.

Approved: April 2024 Reprinted May 2026

Return to Table of Contents

Reading Literature K-12

Key Ideas and Details

Kindergarten	1st Grade	2nd Grade
K.RL.1 With prompting and support, ask and answer questions about key details in a text. **Integrated Speaking and Listening** **K.RL.1. K.SL.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.	1.RL.1 Ask and answer questions about key details in a text. **Integrated Speaking and Listening** **1.RL.1. 1.SL.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2.RL.1 Ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions to demonstrate understanding of key details in a text. **Integrated Speaking and Listening** **2.RL.1. 2.SL.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
K.RL.2 With prompting and support, retell familiar stories, including key details. **Integrated Speaking and Listening** **K.RL.2. K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	1.RL.2 Analyze literary text development: a Demonstrate understanding of the lesson in the story. b Retell stories, including key details. **Integrated Speaking and Listening** **1.RL.2. 1.SL.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	2.RL.2 Analyze literary text development: a Determine the lesson or moral. b Retell stories, including fables and folktales from diverse cultures. **Integrated Speaking and Listening** **2.RL.2. 2.SL.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
K.RL.3 Describe story elements: a With prompting and support, identify characters and their feelings, settings, major events (plot), problems, and solutions in a story.	1.RL.3 Describe story elements: a Using key details, describe characters and their feelings, settings, major events (plot), problems, and solutions in a story.	2.RL.3 Describe story elements: a Using key details, describe characters and their traits in a story, and how they respond to major events (plot) and challenges.

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Integrated Speaking and Listening	
K.RL.3. K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Integrated Speaking and Listening	
1.RL.3. 1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Integrated Speaking and Listening	
2.RL.3. 2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Return to Table of Contents

Craft and Structure

K.RL.4 With prompting and support, determine the meaning of words and phrases as they are used in a text.

Integrated Speaking and Listening		
K.RL.4. K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Integrated Language		
K.RL.4. K.L.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content:	
	a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
	b	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.
K.RL.4 K.L.4	With guidance and support from adults, explore word relationships and nuances in word meanings:	
	a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	b	Demonstrate understanding of

1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integrated Speaking and Listening		
1.RL.4. 1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
Integrated Language		
1.RL.4 1.L.3	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:	
	a	Use sentence-level context as a clue to the meaning of a word or phrase.
	b	Use frequently occurring affixes as a clue to the meaning of a word.
	c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
1.RL.4. 1.L.4	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings:	
	a	Sort words into categories (e.g., colors, clothing) to gain a sense of

2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Integrated Speaking and Listening		
2.RL.4. 2.SL.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.	
Integrated Language		
2.RL.4 2.L.3	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:	
	a	Use sentence-level context as a clue to the meaning of a word or phrase.
	b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
	c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
	d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

		frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
	c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

		the concepts the categories represent.
	b	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).
	c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
	d	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.

	e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
1.RL.4 2.L.4	Demonstrate understanding of word relationships and nuances in word meanings:	
	a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
	b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

K.RL.5	Recognize common types of texts (e.g., storybooks, poems).	1.RL.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.	2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
K.RL.6	Name the author and illustrator of a story and define the role of each in telling the story.	1.RL.6	Identify who is telling the story at various points in a text.	2.RL.6	Acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

K.RL.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).	1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.	2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	1.RL.9	Compare and contrast the adventures and experiences of characters in stories.	2.RL.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

K.RL.10	Actively engage in group reading activities with purpose and understanding.	1.RL.10	With prompting and support, read literary texts appropriately complex for grade 1.	2.RL.10	Read and comprehend literary texts appropriately complex for grade 2.

Return to Table of Contents

Key Ideas and Details

3rd Grade

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Integrated Speaking and Listening	
3.RL.1. 3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.RL.2 Analyze literary text development:

a Determine a theme and explain how it is conveyed through key details in the text.

b Retell stories, including fables, folktales, and myths from diverse cultures.

Integrated Speaking and Listening	
3.RL.2. 3.SL.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.

3.RL.3 Describe story elements:

a Using key details, describe characters in a story, including their traits, motivations, and feelings, and explain how their actions contribute to the sequence of events.

Integrated Speaking and Listening	
3.RL.3. 3.SL.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.

4th Grade

4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Integrated Speaking and Listening	
4.RL.1. 4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.

4.RL.2 Analyze literary text development:

a Determine a theme of a story, drama, or poem from details in the text.

b Summarize the text, incorporating a theme determined from details in the text.

Integrated Speaking and Listening	
4.RL.2. 4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.RL.3 Describe story elements:

a Drawing on specific details in the text, describe in depth a character, setting, or event in a story or drama.

Integrated Speaking and Listening	
4.RL.3. 4.SL.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.

5th Grade

5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Integrated Speaking and Listening	
5.RL.1. 5.SL.3	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5.RL.2 Analyze literary text development:

a 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.

b Summarize the text, incorporating a theme determined from details in the text.

Integrated Speaking and Listening	
5.RL.2. 5.SL.2	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

5.RL.3 Describe story elements:

a Drawing on specific details in the text, compare and contrast two or more characters, settings, or events in a story or drama.

Integrated Speaking and Listening	
5.RL.3. 5.SL.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.

Approved: April 2024 Reprinted May 2026

Return to Table of Contents

Craft and Structure

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Integrated Language		
3.RL.4 3.L.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies:	
	a	Use sentence-level context as a clue to the meaning of a word or phrase.
	b	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).
	c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
	d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3.RL.4 3.L.4	Demonstrate understanding of word relationships and nuances in word meanings:	
	a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
	b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

4.RL.4 Determine the meaning of words and phrases as they are used in a text, including allusions to history, mythology, pop culture, etc. (e.g., Rose is such an Einstein.)

Integrated Language		
4.RL.4 4.L.3	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:	
	a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	c	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.
4.RL.4. 4.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	
	a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	b	Recognize and explain the meaning of common idioms, adages, and proverbs.
	c	Demonstrate understanding of

5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Integrated Language		
5.RL.4 5.L.3	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:	
	a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
	c	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.
5.RL.4 5.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	
	a	Interpret figurative language, including similes and metaphors, in context.
	b	Recognize and explain the meaning of common idioms, adages, and proverbs.
	c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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	c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).			words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

3.RL.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.	4.RL.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.	5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
3.RL.6	Distinguish their own perspectives from that of the narrator or those of the characters, including identifying the point of view of the narrator.	4.RL.6	Compare and contrast the perspectives from which different stories are narrated, including identifying the point of view of the narrations.	5.RL.6	Describe how a narrator's or speaker's perspective influences how events are described, including the impact of the point of view.
Integration of Knowledge and Ideas					
3.RL.7	Explain how specific aspects of a print or digital 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).	4.RL.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.	5.RL.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).
3.RL.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).	4.RL.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.	5.RL.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					
3.RL.10	Read and comprehend literary texts appropriately complex for grade 3.	4.RL.10	Read and comprehend literary texts appropriately complex for grade 4.	5.RL.10	Read and comprehend literary texts appropriately complex for grade 5.

Return to Table of Contents

Key Ideas and Details

6th Grade

6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integrated Speaking and Listening	
6.RL.1. 6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.RL.2 Analyze literary text development:

a Determine a theme of a text and how it is conveyed through particular details.

b Incorporate a theme and story details into an objective summary of the text.

Integrated Speaking and Listening	
6.RL.2. 6.SL.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.

6.RL.3 Analyze literary elements:

a 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.

Integrated Speaking and Listening

7th Grade

7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integrated Speaking and Listening	
7.RL.1. 7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

7.RL.2 Analyze literary text development:

a Determine a theme of a text and analyze its development over the course of the text.

b Incorporate the development of a theme and other story details into an objective summary of the text.

Integrated Speaking and Listening	
7.RL.2. 7.SL.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.

7.RL.3 Analyze literary elements:

a Analyze how particular literary elements of a story or drama interact, including their impact on plot.

Integrated Speaking and Listening

8th Grade

8.RL.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.

Integrated Speaking and Listening	
8.RL.1. 8.SL.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.

8.RL.2 Analyze literary text development:

a Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

b Incorporate a theme and its relationship to other story elements into an objective summary of the text.

Integrated Speaking and Listening	
8.RL.2. 8.SL.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.

8.RL.3 Analyze literary elements:

a Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, and/or provoke a decision.

Integrated Speaking and Listening

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6.RL.3. 6.SL.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.

7.RL. 3. 7.SL. 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.

8.RL. 3. 8.SL. 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.

Craft and Structure

6.RL.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.

Integrated Language		
6.RL.4 6.L.3	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:	
	a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
	c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6.RL.4. 6.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	

7.RL.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.

Integrated Language		
7.RL.4 7.L.3	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:	
	a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
	c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking

8.RL.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.

Integrated Language		
8.RL.4 8.L.3	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:	
	a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
	c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
8.RL.4 8.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	
	a	Interpret figures of speech (e.g. verbal irony,

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	a	Interpret figures of speech (e.g., personification) in context.
	b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
	c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

		the inferred meaning in context or in a dictionary).
7.RL.4 7.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	
	a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
	b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
	c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

		puns) in context.
	b	Use the relationship between particular words to better understand each of the words.
	c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6.RL.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.	7.RL.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	8.RL.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.
6.RL.6	Explain how an author develops the perspective of the narrator or speaker in a text.	7.RL.6	Analyze how an author develops and contrasts the perspectives of different characters or narrators in a text.	8.RL.6	Analyze how differences in the perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas					
6.RL.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.	7.RL.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).	8.RL.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.
6.RL.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.	7.RL.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.	8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works from around the world, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity					
6.RL.10	Read and comprehend literary texts appropriately complex for grade 6.	7.RL.10	Read and comprehend literary texts appropriately complex for grade 7.	8.RL.10	Read and comprehend literary texts appropriately complex for grade 8.

Return to Table of Contents

9th-10th Grade

Key Ideas and Details

9/10. RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9/10. RL.2 Analyze literary text development:

- a Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- b Provide an objective summary of the text that includes the theme and relevant story elements.

9/10. RL.3 Analyze literary elements:

- a 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.

Integrated Speaking and Listening	
9/10.RL.3. 9/10.SL.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.

Craft and Structure

9/10. RL.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).

Integrated Language		
9/10.RL.4 9/10.L.3	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:	
	a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

11th-12th Grade

Key Ideas and Details

11/12. RL.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.

11/12. RL.2 Analyze literary text development:

- a Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
- b Produce a thorough analysis of the text.

11/12. RL.3 Analyze literary elements:

- a 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).

Integrated Speaking and Listening	
11/12.RL.3. 11/12.SL.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.

Craft and Structure

11/12. RL.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 impactful.

Integrated Language		
11/12.RL.4 11/12.L.3	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:	
	a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Approved: April 2024 Reprinted May 2026

	b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
	c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
	d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9/10.RL.4 9/10.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	
	a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	b	Analyze nuances in the meaning of words with similar denotations.

	b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
	c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
	d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
11/12.RL.4 11/12.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	
	a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
	b	Analyze nuances in the meaning of words with similar denotations.

9/10. RL.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.
9/10. RL.6	Analyze a particular perspective or cultural experience reflected in a work of literature, drawing on a wide reading of world literature.

11/12. RL.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.
11/12. RL.6	Analyze a case in which grasping perspective 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

9/10. RL.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.

Integrated Speaking and Listening	
9/10.RL.7. 9/10.SL.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.

11/12. RL.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.

Integrated Speaking and Listening	
11/12.RL.7. 11/12.SL 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.

9/10. RL.9	Analyze how an author draws on and transforms source material (e.g., other literary works, myths, religious texts, etc.) in a specific work.
11/12. RL.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature from around the world, including how two or more texts from the same period treat similar themes or topics.

Approved: April 2024 Reprinted May 2026

Return to Table of Contents

Range of Reading and Level of Text Complexity

9/10. RL.10	Read and comprehend literary texts appropriately complex for grades 9/10.
11/12. RL.10	Read and comprehend literary texts appropriately complex for grades 11/12.

Return to Table of Contents

Writing Foundations K-5

Handwriting, Spelling, and Sentence Formation

Kindergarten	1st Grade	2nd Grade
K.WF.1 Demonstrate and apply correct handwriting skills: a Write upper- and lowercase manuscript letters using correct letter formation with guidance and support. b Write left to right using appropriate spacing between words.	1.WF.1 Demonstrate and apply correct handwriting skills: a Write upper- and lowercase manuscript alphabet from memory using correct letter formation. b Write the common grapheme (letter or letter group) for each phoneme. c Write with appropriate spacing between letters and words.	2.WF.1 Demonstrate and apply correct handwriting skills: a Write legibly in manuscript using correct letter formation. b Transcribe ideas in manuscript with automaticity and proper spacing.
K.WF.2 Know and apply phonics and word analysis skills when encoding words: a Write a letter or letters for consonant and short vowel sounds. b Represent phonemes in simple words, using letter-sound relationships, including phonetic spellings of unknown words. c Spell common, regular, single-syllable words: - VC (Vowel-Consonant) (e.g., at, in) - CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words d Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.	1.WF.2 Know and apply phonics and word analysis skills when encoding words: a Spell common, regular, single-syllable words using: - Short vowels and single consonants - Consonant graphemes including qu, x, and -ck - Digraphs (e.g., thin, shop, when, much, sing) - Doubled letters (e.g., off, will, mess) - Initial and final consonant blends (e.g., must, slab, plump) - Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like) and open syllables (e.g., go, cry)	2.WF.2 Know and apply phonics and word analysis skills when encoding words: a Spell common, regular, single-syllable words using: - Long vowel patterns spelled correctly, including common vowel teams (e.g., boat, play, wait, see, team, right) - Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn) - All jobs of y (as consonant /y/; as /ī/ on ends of single-syllable words like fly; as /ē/ on ends of multisyllabic words like baby; as /ĭ/ in a few words like gym and myth) - Three consonant blends (str, scr, spr) and blends with digraphs (thr, shr) - Digraphs ph (/f/), gh (/f/), ch (/k/ and /sh/) b With prompting and support, spell two- and

Approved: April 2024 Reprinted May 2026

Return to Table of Contents

b Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.

three-syllable words that:

- Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand)
- Include familiar compound words (e.g., houseboat, yellowtail)
- Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less)

c With prompting and support, spell words with suffixes that require:

- Consonant doubling (e.g., running, slipped)
- Dropping silent e (e.g., smiled, paving)
- Changing y to i (e.g., cried, babies)

d Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.

e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

K.WF.3 Demonstrate command of the conventions of English when writing simple sentences:

a Produce and expand complete sentences.

b Recognize and name end punctuation.

c Capitalize the first word in a sentence and the pronoun I.

1.WF.3 Demonstrate command of the conventions of English when writing sentences and single paragraphs:

a Produce and expand complete simple and compound sentences in response to prompts.

b Produce and expand declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

c Capitalize dates and names of people.

d Use correct end punctuation for sentences.

2.WF.3 Demonstrate command of the conventions of English when writing sentences and paragraphs:

a Produce, expand, and rearrange complete simple and compound sentences.

b Capitalize holidays, product names, and geographic names.

c Use commas in greetings and closings of letters.

d Use an apostrophe to form contractions and frequently occurring possessives.

e Use commas in dates and to separate single words in a series.

Return to Table of Contents

Handwriting, Spelling, and Sentence Formation

3rd Grade

3.WF.1 Demonstrate and apply correct handwriting skills:

- a Legibly and fluently write in manuscript to produce grade-appropriate tasks.

3.WF.2 Know and apply phonics and word analysis skills when encoding words:

- a Spell single-syllable words with:
  - Less common, complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families)
  - Complex Vowel-r Combinations (e.g., are, air, our, ore, ear, eer, ure, etc.)
- b Spell regular two-and three-syllable words that:
  - Combine all basic syllable types (closed, VCe, open, vowel team, vowel-r, and consonant -le)
  - Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion)
- c Spell singular and plural possessives (e.g., teacher's, teachers').
- d Identify language of origin for words, as noted in dictionaries.
- e Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
- f Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

4th Grade

4.WF.1 Demonstrate and apply correct handwriting skills:

- a Legibly and fluently write in manuscript to produce grade-appropriate tasks.

4.WF.2 Know and apply phonics and word analysis skills when encoding words:

- a Spell single-syllable words that are homophones
- b Spell regular two- and three-syllable words that:
  - Include common Latin roots (e.g., port, form, ject, fer)
  - Include less common prefixes (e.g., fore-, pro-, trans-)
  - Include the schwa (e.g., active, nation, abandon)
- c Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
- d Consult reference materials, including dictionaries, as needed to check and correct spellings.

5th Grade

5.WF.1 Demonstrate and apply correct handwriting skills:

- a Legibly and fluently write in manuscript to produce grade-appropriate tasks.

5.WF.2 Know and apply phonics and word analysis skills when encoding words:

- a Use knowledge of Greek and Latin roots to accurately spell multisyllabic words.
- b Spell grade-appropriate words correctly, consulting references as needed.

Return to Table of Contents

3.WF.3	Demonstrate command of the conventions of English when writing, including multi-paragraph texts: a Produce simple, compound, and complex sentences . b Capitalize appropriate words in titles. c Use commas in addresses. d Use commas and quotation marks in dialogue. e Form and use possessives.	4.WF.3 Demonstrate command of the conventions of English when writing, including multi-paragraph texts: a Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. b Use correct capitalization. c Use commas and quotation marks to mark direct speech and quotations from a text. d Use a comma before a coordinating conjunction in a compound sentence.
5.WF.3	Demonstrate command of the conventions of English when writing, including multi-paragraph texts: a Use punctuation to separate items in a series. b Use a comma to separate an introductory element from the rest of the sentence. c 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?). d Use underlining, quotation marks, or italics to indicate titles of works.	

Return to Table of Contents

Writing K-12

Text Types and Purposes

Kindergarten		1st Grade		2nd Grade	
K.W.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 about the topic or book.	1.W.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.	2.W.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 conclusion that follows from the argument presented, as appropriate to the task.
K.W.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.	1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2.W.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.
K.W.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.	1.W.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.	2.W.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

K.W.4	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	1.W.4	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.	2.W.4	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
K.W.5	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	1.W.5	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2.W.5	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Integrated Speaking and Listening	
K.W.5. SL	With prompting and support, leverage available technology to provide additional detail.

Integrated Speaking and Listening	
1.W.5. SL	Leverage available technology to clarify ideas, thoughts, and feelings.

Integrated Speaking and Listening	
2.W.5. SL	Leverage available technology to clarify ideas, thoughts, and feelings.

Return to Table of Contents

Research to Build and Present Knowledge

K.W.6	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them): a With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1.W.6 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): a With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

2.W.6	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): a Recall information from experiences or gather information from provided sources to answer a question.

Return to Table of Contents

Text Types and Purposes

3rd Grade	4th Grade	5th Grade
3.W.1 Write opinion pieces on topics or texts, supporting a claim with reasons: a Introduce the topic or text they are writing about, state a claim, and create an organizational structure that lists reasons. b Provide reasons that support the claim. c Use linking words and phrases (e.g., because, therefore, since, for example) to connect the claim and reasons. d Provide a conclusion that follows from the argument presented, as appropriate to the task.	4.W.1 Write opinion/argumentative pieces on topics or texts, supporting a claim with reasons and information: a Introduce a topic or text clearly, state a claim, 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 claim and reasons using words and phrases (e.g., for instance, in order to, in addition). d Provide a conclusion that follows from the argument presented, as appropriate to the task.	5.W.1 Write argumentative/opinion pieces on topics or texts, supporting a claim with reasons and information: a Introduce a topic or text clearly, state a claim, 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 the claim and reasons using words, phrases, and clauses (e.g., consequently, specifically). d Provide a conclusion that follows from the argument presented, as appropriate to the task.
3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a Introduce a topic and organize related information together; include illustrations when useful to aid 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.	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. 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.	5.W.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 organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid 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.

Return to Table of Contents

3.W.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.	4.W.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.	5.W.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.

Production and Distribution of Writing

3.W.4	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 related Writing Foundations and Language standards.)	4.W.4	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 Writing Foundations and Language standards.)	5.W.4	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 Writing Foundations and Language standards.)
3.W.5	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. **Integrated Speaking and Listening** **3.W.5.** Leverage available technology to enhance certain facts or details.	4.W.5	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. **Integrated Speaking and Listening** **4.W.5** Leverage available technology to enhance the development of main ideas or themes.	5.W.5	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. **Integrated Speaking and Listening** **5.W.5** Leverage available technology to enhance the development of main ideas or themes.

Approved: April 2024 Reprinted May 2026

Return to Table of Contents

Research to Build and Present Knowledge

3.W.6	Conduct short research projects that build knowledge about a topic:	4.W.6	Conduct short research projects that build knowledge through investigation of different aspects of a topic:	5.W.6	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:
	a Write brief notes on information collected from experiences and/or print and digital sources, and sort into provided categories.		a Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.		a Summarize or paraphrase in notes and finished work the relevant information collected from experiences and/or print and digital sources, and provide a list of sources.
	b Draw evidence from literary or informational texts to support analysis, reflection, and research.		b Draw evidence from literary or informational texts to support analysis, reflection, and research.		b Draw evidence from literary or informational texts to support analysis, reflection, and research.

Return to Table of Contents

Text Types and Purposes

6th Grade	7th Grade	8th Grade
6.W.1 Write arguments to support claims with clear reasons and relevant evidence: a Introduce claim(s). b Organize the reasons and evidence clearly. c Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. e Establish and maintain a formal style. f Provide a conclusion that follows from the argument presented, as appropriate to the task.	7.W.1 Write arguments to support claims with clear reasons and relevant evidence: a Introduce claim(s), acknowledge alternate claims or counterclaims. b Organize the reasons and evidence logically. c Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e Establish and maintain a formal style. f Provide a conclusion that follows from the argument presented, as appropriate to the task.	8.W.1 Write arguments to support claims with clear reasons and relevant evidence: a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate claims or counterclaims. b Organize the reasons and evidence logically. c Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. e Establish and maintain a formal style. f Provide a conclusion that follows from the argument presented, as appropriate to the task.

Return to Table of Contents

6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:	7.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:	8.W.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 aid comprehension.	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 aid comprehension.	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 aid comprehension.
b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c	Use appropriate transitions to clarify the relationships among ideas and concepts.	c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	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.	d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
e	Establish and maintain a formal style.	e	Establish and maintain a formal style.	e	Establish and maintain a formal style.
f	Provide a concluding statement or section that follows from the information or explanation presented.	f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	f	Provide a concluding statement or section that follows from and supports the information or explanation presented.

Return to Table of Contents

Text Types and Purposes

	6	7	8
	6.W.3	7.W.3	8.W.3
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:	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.	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.	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.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	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 and signal shifts from one time frame or setting to another.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	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 convey experiences and events.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	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 the narrated experiences or events.	Provide a conclusion that follows from and reflects on the narrated experiences or events.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

Return to Table of Contents

Production and Distribution of Writing

6.W.4	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 related Language standards.)	7.W.4 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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)	8.W.4 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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
6.W.5	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.	7.W.5 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.	8.W.5 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

Integrated Speaking and Listening	
6.W.5. SL	Leverage available technology to clarify information.

Integrated Speaking and Listening	
7.W.5. SL	Leverage available technology to clarify claims and findings and emphasize salient points.

Integrated Speaking and Listening	
8.W.5. SL	Leverage available technology to clarify information, strengthen claims and evidence, and add interest.

Research to Build and Present Knowledge

6.W.6	Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate: a Gather relevant information from multiple print and digital sources. b Assess the credibility of each source. c Draw evidence from literary or informational texts to support analysis, reflection, and research. d Quote or paraphrase the data and conclusions of others while avoiding plagiarism. e Provide basic bibliographic information for sources.	7.W.6 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation: a Gather relevant information from multiple print and digital sources, using search terms effectively. b Assess the credibility and accuracy of each source. c Draw evidence from literary or informational texts to support analysis, reflection, and research. d Quote or paraphrase the data and conclusions of others while avoiding plagiarism. e Follow a standard format for citation.	8.W.6 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: a Gather relevant information from multiple print and digital sources, using search terms effectively. b Assess the credibility and accuracy of each source. c Draw evidence from literary or informational texts to support analysis, reflection, and research. d Quote or paraphrase the data and conclusions of others while avoiding plagiarism. e Follow a standard format for citation.

Return to Table of Contents

9th-10th Grade	11th-12th Grade
Text Types and Purposes	
9/10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:	11/12.W.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.	a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims.
b Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	b Create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
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.	c 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.
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.	d 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.
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.	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 conclusion that follows from and supports the argument presented, as appropriate to the task.	f Provide a conclusion that follows from and supports the argument presented, as appropriate to the task.

Return to Table of Contents

9/10. W.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:	11/12. W.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 aid comprehension.	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 aid 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.	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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	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 and domain-specific vocabulary to manage the complexity of the topic.	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.	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).	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).
9/10. W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences:	11/12. W.3	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.	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.	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.	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.	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.

e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Return to Table of Contents

Production and Distribution of Writing

9/10. W.4	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 related Language standards.)
11/12. W.4	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 related Language standards.)
9/10. W.5	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.
11/12. W.5	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.

Integrated Speaking and Listening	
9/10.W.5. SL	Strategically leverage available technology to enhance understanding of findings, reasoning, and evidence, and to add interest.

Integrated Speaking and Listening	
11/12.W.5. SL	Strategically leverage available technology to enhance understanding of findings, reasoning, and evidence, and to add interest.

Research to Build and Present Knowledge

9/10. W.6	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:

a Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.

b Assess the usefulness of each source in answering the research question.

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

d Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.

e Follow a standard format for citation.

11/12. W.6	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:

a Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.

b Assess the strengths and limitations of each source in terms of the task, purpose, and audience.

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

d Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.

e Follow a standard format for citation.

Return to Table of Contents

Speaking and Listening K-12

Comprehension and Collaboration

Kindergarten	1st Grade	2nd Grade
K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups: a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b Continue a conversation through multiple exchanges.	1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups: a 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). b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c Ask questions to clear up any confusion about the topics and texts under discussion.	2.SL.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.
K.SL.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.	1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	2.SL.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

K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
K.SL.5 With prompting and support, adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.	1.SL.5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.	2.SL.5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.

Return to Table of Contents

Approved: April 2024 Reprinted May 2026

3rd Grade	4th Grade	5th Grade
Comprehension and Collaboration		
3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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.	4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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.	5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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.
3.SL.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.	4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas		
3.SL.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.	4.SL.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.	5.SL.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.
3.SL.5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic	4.SL.5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic	5.SL.5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.

Approved: April 2024 Reprinted May 2026

skills.	skills.

6th Grade	7th Grade	8th Grade
Comprehension and Collaboration		
6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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.	7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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.	8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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.
6.SL.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.	7.SL.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.	8.SL.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.
6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	8.SL.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		
6.SL.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.	7.SL.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.	8.SL.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.

Approved: April 2024 Reprinted May 2026

6.SL.5	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.	7.SL.5	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.	8.SL.5	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.

Return to Table of Contents

9th-10th Grade		11th-12th Grade	
Comprehension and Collaboration			
9/10. SL.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 and more universal 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.	11/12. SL.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: 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 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.
9/10. SL.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.	11/12. SL.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.
9/10. SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	11/12. SL.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			
9/10. SL.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.	11/12. SL.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.
9/10. SL.5	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.	11/12. SL.5	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.

Approved: April 2024 Reprinted May 2026

Language K-12

Conventions of English

Kindergarten	1st Grade	2nd Grade
K.L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: a Use frequently occurring nouns and verbs. b Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). c Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). e Produce and expand complete sentences in shared language activities.	1.L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: a Use common, proper, and possessive nouns. b Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). c Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). d 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). e Use frequently occurring adjectives. f Use frequently occurring conjunctions (e.g., and, but, or, so, because). g Use determiners (e.g., articles, demonstratives). h Use frequently occurring prepositions (e.g., during, beyond, toward). i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	2.L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: a Use collective nouns (e.g., group). b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c Use reflexive pronouns (e.g., myself, ourselves). d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e Use adjectives and adverbs, and choose between them depending on what is to be modified. f Produce, expand, and rearrange complete simple and compound sentences.
K.L.2 (Addressed in Writing Foundations)	1.L.2 (Addressed in Writing Foundations)	2.L.2 (Addressed in Writing Foundations)

Approved: April 2024 Reprinted May 2026

Return to Table of Contents

Vocabulary Acquisition and Use

K.L.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content: a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b 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.	1.L.3	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: a Use sentence-level context as a clue to the meaning of a word or phrase. b Use frequently occurring affixes as a clue to the meaning of a word. c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	2.L.3	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: a Use sentence-level context as a clue to the meaning of a word or phrase. b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
K.L.4	With guidance and support from adults, explore word relationships and nuances in word meanings: a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c Identify real-life connections between words and their use (e.g., note places at school that are colorful). d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	1.L.4	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings: a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b 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). c Identify real-life connections between words and their use (e.g., note places at home that are cozy). d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and	2.L.4	Demonstrate understanding of word relationships and nuances in word meanings: a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Return to Table of Contents

			adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.		
K.L.5	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	1.L.5	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).	2.L.5	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).

Return to Table of Contents

Conventions of English

3rd Grade	4th Grade	5th Grade
3.L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: a Use and explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b Use regular and irregular plural nouns. c Use abstract nouns (e.g., childhood). d Use regular and irregular verbs. e Use the simple (e.g., I walked; I walk; I will walk) verb tenses. f Ensure subject-verb and pronoun-antecedent agreement. g Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h Use coordinating and subordinating conjunctions. i Produce simple, compound, and complex sentences.	4.L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b Use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e Use prepositional phrases. f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g Correctly use frequently confused words (e.g., to, too, two; there, their).	5.L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: a Use and explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b Use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c Use verb tense to convey various times, sequences, states, and conditions. d Use correct verb tense. e Use correlative conjunctions (e.g., either/or, neither/nor).
3.L.2 (Addressed in Writing Foundations)	4.L.2 (Addressed in Writing Foundations)	5.L.2 (Addressed in Writing Foundations)

Return to Table of Contents

Vocabulary Acquisition and Use

3.L.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: a Use sentence-level context as a clue to the meaning of a word or phrase. b 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). c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	4.L.3	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: a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c 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.	5.L.3	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: a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c 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.
3.L.4	Demonstrate understanding of word relationships and nuances in word meanings: a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	4.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b Recognize and explain the meaning of common idioms, adages, and proverbs. c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	5.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a Interpret figurative language, including similes and metaphors, in context. b Recognize and explain the meaning of common idioms, adages, and proverbs. c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
3.L.5	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	4.L.5	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,	5.L.5	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,

dinner that night we went looking for them). [Return to Table of Contents]	whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	nevertheless, similarly, moreover, in addition).

6th Grade	7th Grade	8th Grade
Conventions of English		
6.L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: a Use pronouns in the proper case (subjective, objective, possessive). b Use intensive pronouns (e.g., myself, ourselves). c Use correct pronoun number and person. d Use clear pronouns for unclear antecedents.	7.L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: a Use and explain the function of simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	8.L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: a Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b Use verbs in the active and passive voice. c Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d Use correct shifts in verb voice and mood.
6.L.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing: a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b Spell correctly.	7.L.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing: a Use a comma to separate coordinate adjectives . b Spell correctly.	8.L.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing: a Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b Use an ellipsis to indicate an omission. c Spell correctly.

Return to Table of Contents

Vocabulary Acquisition and Use

6.L.3	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: a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	7.L.3	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: a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	8.L.3	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: a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a Interpret figures of speech (e.g., personification) in context. b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful,	7.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined,	8.L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a Interpret figures of speech (e.g. verbal irony, puns) in context. b Use the relationship between particular words to better understand each of the words. c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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	thrifty).		respectful, polite, diplomatic, condescending).		
6.L.5	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7.L.5	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.L.5	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9th-10th Grade		11th-12th Grade	
Conventions of English			
9/10.L.1	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: a Use parallel structure. b 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.	11/12.L.1	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b Resolve issues of complex or contested usage, consulting references as needed.
9/10.L.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing: a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b Use a colon to introduce a list or quotation. c Spell correctly.	11/12.L.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing: a Observe hyphenation conventions. b Spell correctly.
Vocabulary Acquisition and Use			
9/10.L.3	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: a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b Identify and correctly use patterns of word changes that indicate different	11/12.L.3	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: a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

	meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).		
c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Return to Table of Contents

9/10. L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	11/12. L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
b	Analyze nuances in the meaning of words with similar denotations.	b	Analyze nuances in the meaning of words with similar denotations.
9/10. L.5	Accurately use 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.	11/12. L.5	Accurately use 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.

Return to Table of Contents

