P-12 Utah State Standards for English Language Arts

Introduction

The P-12 Utah State Standards for English Language Arts (ELA) were revised by Utah educators in 2022 to identify the key literacy standards necessary for Utah students to master by the end of each grade level.

Organization

The Utah State Standards are organized into **strands**, which represent significant areas of learning within content areas. In ELA, these strands are speaking & listening, reading, and writing.

Within each strand are **standards**. All standards are considered essential to master. The skills in the standards require repeated exposure with increasingly complex texts and in increasingly sophisticated contexts. Mastery is only obtained by regular practice over time.

Shifts in the Standards

Changes in the standards were made to improve the consistency and practicality of the standards. These changes include:

- The standards were reduced, simplified, and clarified.
- Phonological Awareness was added in grades 2 and 3.
- The Reading Literature (RL) and Reading Informational (RI) standards were combined where it was most logical.
- The language strand of standards was woven throughout the reading, writing, and speaking & listening strands.
- Much like 9-10 and 11-12, 7th and 8th grade standards were banded.
- References to specific texts were removed from the standards in an effort to broaden representation and enhance local control over curricular choices.

Speaking and Listening Strand

The following standards for P-12 offer a focus for speaking and listening instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students develop useful interpersonal skills for the classroom and workplace by having the opportunity to listen to each other, respond appropriately, and evaluate what they hear from a variety of sources. The standards stress preparing for and participating effectively in a range of conversations and collaborations. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades, including but not limited to, communication and interpersonal skills.

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Reading Strand

The following standards for P-12 offer a focus for reading instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades by reading increasingly complex texts throughout the grades. Texts should reflect a variety of cultures, perspectives, and backgrounds. Some standards may include an (RI) for Reading Informational or (RL) for Reading Literature to indicate the type of text used to meet the standard.

The Reading Strand includes the foundational skills which are not an end in and of themselves; rather, they are necessary and important components of effective, evidence-based reading instruction to develop reading proficiency with the capacity to comprehend texts across a range of types and disciplines. Some readers will need much more or less practice with these concepts than other readers. The point is to teach students what they need to learn in order to be successful, proficient readers.

An important part of comprehensive reading instruction is that students acquire and then use accurate academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening. The reading standards weave in language standards focused on vocabulary and language comprehension. These will help students develop independence as readers and writers when considering a word or phrase important to comprehension.

To have students excel in reading, they must be immersed in challenging texts. Students must be engaged in discussions of texts and write in response to texts. Then, reread the texts and talk about them again. Students can come back to them later to compare with other texts or synthesize the information from multiple texts for presentations or projects. Be sure to ask students questions that are relevant to the understanding of those texts. Focus on whether students are arriving at deep interpretations of the texts and can use the information. Reading comprehension is about making sense of texts.

Text Complexity Grade Bands and Associated Lexile Ranges

Text Complexity Grade Band	Lexile Range
K-1	N/A
2-3	450-790
4-5	770-980
6-8	955-1155
9-10	1080-1305
11-12	1215-1355

Writing Strand

The following standards for P-12 offer a focus for writing instruction each year to help ensure that students gain adequate mastery of a range of skills and applicatcommahey should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Students will learn to research, plan, revise, edit, and publish. These skills are applicable to many types of writing such as opinion, argumentative, informative/explanatory, and narrative. The standards stress the importance of the reading-writing connection by requiring students to draw upon and write evidence from literary and informational texts.

Standards

Preschool-Age 3

Strand: Speaking and Listening (P3.SL)
Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard P3.SL.1:** With prompting and support, participate in conversations with both peers and adults.
  a. With prompting and support, begin to recognize that there are rules for discussion (e.g., listening to others, staying on topic, and taking turns speaking).
  b. Begins in kindergarten.
  c. Follow one-step directions to complete a task or routine.
- **Standard P3.SL.2:** With prompting and support, speak clearly and audibly in simple phrases or sentences to communicate wants and needs.
- **Standard P3.SL.3:** With prompting and support, ask and answer simple questions.
- **Standard P3.SL.4:** With prompting and support, present information while speaking to others.
  a. Use grade-appropriate language, grammar, volume, and pronunciation.
  b. Begins in kindergarten.

Strand: Reading (P3.R)
Students will learn to proficiently read and comprehend grade level literature and informational text, at the high end of the grade level text complexity band, with scaffolding as needed.

- **Standard P3.R.1:** Demonstrate mastery of grade-level-appropriate concepts of print.
  a. With prompting and support, correctly hold a book and recognize that print is read from top to bottom, left to right, and from front to back.

b. With prompting and support, begin to recognize frequently seen letters and words and recognize own name in print.

- **Standard P3.R.2:** Demonstrate mastery of grade-level-appropriate phonological awareness skills.
  a. With prompting and support, explore rhyming words and alliteration.
  b. With prompting and support, explore syllables in simple words.
  c. With prompting and support, identify initial sounds in spoken language.
- **Standard P3.R.3:** Demonstrate mastery of grade-level-appropriate phonics skills.
  a. With prompting and support, begin to identify some consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).
  b. With prompting and support, begin to identify some vowel names and short sounds using one-to-one letter-sound correspondence (alphabetic principle).
- **Standard P3.R.4:** Begins in kindergarten.
- **Standard P3.R.5:** With prompting and support, ask and answer simple questions about a text. (RL & RI)
- **Standard P3.R.6-7:** With prompting and support, begin to retell simple texts. (RL & RI)
- **Standard P3.R.8:** Begins in P4.
- **Standard P3.R.9:** Begins in kindergarten.
- **Standard P3.R.10**: Begins in grade 1.
- **Standard P3.R.11:** Begins in grade 4.
- **Standard P3.R.12:** Begins in grade 2.
- **Standard P3.R.13:** Begins in grade 2.
- **Standard P3.R.14:** Begins in grade 2.

Strand: Writing (P3.W)
Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard P3.W.1-3:** With prompting and support, begin to experiment with speaking and writing while representing ideas visually (e.g., scribbles, stamps, stickers, or gluing pictures on paper).
- **Standard P3.W.4:** Participate in shared writing projects.
  a. Begins in grade 2.
  b. Begins in grade 3.
  c. With prompting and support, recall information from experiences or learned information and share it with others.
  d. With prompting and support, interact and collaborate with others.
  e. With prompting and support, print some manuscript letters in their own name.

Preschool-Age 4

Strand: Speaking and Listening (P4.SL)

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard P4.SL.1:** Participate effectively in a range of conversations using grade-level appropriate vocabulary on topics and texts with both peers and adults, and express their own ideas.
  a. Follow agreed-upon rules for discussions (e.g., listening to others, staying on topic, and taking turns speaking).
  b. Begins in kindergarten.
  c. Follow two-step directions to complete a task or routine.
- **Standard P4.SL.2:** Speak clearly and audibly in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings.
- **Standard P4.SL.3:** Ask and answer questions.
- **Standard P4.SL.4:** Present information clearly while speaking to others.
  a. Use grade-appropriate language, grammar, volume, and pronunciation.
  b. Begins in kindergarten.

Strand: Reading (P4.R)
Students will learn to proficiently read and comprehend grade level literature and informational text, at the high end of the grade level text complexity band, with scaffolding as needed.

- **Standard P4.R.1:** Demonstrate mastery of grade-level-appropriate concepts of print.
  a. Correctly hold a book and demonstrate that print is read from top to bottom, left to right, and from front to back.
  b. Begin to identify frequently seen letters and words, recognizing that letters make up words.
- **Standards P4.R.2:** Demonstrate mastery of grade-level-appropriate phonological awareness skills.
  a. Recognize rhyming words and alliteration.
  b. With prompting and support, count syllables as words are being spoken.
  c. Identify initial sounds in spoken language.
  d. Identify the base parts that make up a compound word.
  e. With prompting and support, blend and segment onset-rime of single-syllable spoken words.
  f. With prompting and support, blend, and segment single-syllable words into individual phonemes.
- **Standard P4.R.3:** Demonstrate mastery of grade-level-appropriate phonics skills.
  a. Identify some consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).
  b. Identify some vowel names and short sounds using one-to-one letter-sound correspondence (alphabetic principle).
- **Standard P4.R.4:** Begins in kindergarten.
- **Standard P4.R.5:** With prompting and support, ask and answer questions and make connections about a text. (RL & RI)

- **Standard P4.R.6-7:** With prompting and support, retell simple texts, including event sequence and characters. (RL & RI)
- **Standard P4.R.8:** With prompting and support, begin to ask and answer questions about unknown words in a text. (RL & RI)
- **Standard P4.R.9:** Begins in kindergarten.
- **Standard P4.R.10:** Begins in grade 1.
- **Standard P4.R.11:** Begins in grade 4.
- **Standard P4.R.12:** Begins in grade 2.
- **Standard P4.R.13:** Begins in grade 2.
- S**tandard P4.R.14:** Begins in grade 2.

Strand: Writing (P4.W)
Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard P4.W.1:** Verbally share an opinion and represent that opinion using simple drawing and writing (e.g., scribble writing with letter-like formations).
- **Standard P4.W.2:** Verbally share information and represent that information using simple drawing and writing (e.g., scribble writing with letter-like formations).
- **Standard P4.W.3:** Verbally share a narrative and represent that narrative using simple drawing and writing (e.g., scribble writing with letter-like formations).
- **Standard P4.W.4:** Participate in shared writing projects.
  a. Begins in grade 2.
  b. Begins in grade 3.
  c. Recall information from experiences or learned information and share it with others.
  d. Interact and collaborate with others.
  e. Print some manuscript letters of the alphabet, including those in their own name.

Kindergarten

Strand: Speaking and Listening (K.SL)
Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard K.SL.1:** Prepare for and participate effectively in a range of conversations using grade-level appropriate vocabulary on topics and texts with both peers and adults, and express their own ideas in small and large groups.
  a. Follow agreed-upon rules for discussions (e.g., listening to others, raising hands, and taking turns speaking about the topics and texts under discussion).
  b. Continue a conversation through multiple exchanges, and gain attention appropriately.

- **Standard K.SL.2:** Speak clearly and audibly while expressing thoughts, feelings, and ideas while asking and answering questions relating to a topic presented in diverse media and formats.
- **Standard K.SL.3:** Ask and answer questions to seek help, get information, or clarify something that is not understood.
- **Standard K.SL.4:** Present information clearly while speaking to others.
  a. Use grade-appropriate language, grammar, volume, and clear pronunciation while actively engaged in listening.
  b. Use visual displays when appropriate to present or describe information to others.

Strand: Reading (K.R)
Students will learn to proficiently read and comprehend grade level literature and informational text, at the high end of the grade level text complexity band, with scaffolding as needed.

- **Standard K.R.1:** Mastered in preschool.
- **Standard K.R.2:** Demonstrate mastery of grade-level-appropriate phonological awareness skills.
  a. Recognize auditorily and verbally use rhyming and alliteration.
  b. Blend and segment at the syllable level.
  c. Identify the initial, medial, and final sound in 2-3 phoneme words.
  d. Substitute and delete one base part in a compound word.
  e. Blend and segment onset-rime of single-syllable spoken words.
  f. Pronounce, blend, and segment phonemes (2-3 phoneme words)-except for CVCs ending with /l/, /r/, or /k/s/ for the letter x.
- **Standard K.R.3:** Demonstrate mastery of grade-level-appropriate phonics skills.
  a. Demonstrate mastery of all consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle) including mastery of the hard sound and soft sounds of c and g.
  b. Demonstrate mastery of short vowel sounds (/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/) in isolation and in VC and CVC words in single syllable words.
  c. Demonstrate mastery of long vowel sounds (/ā/, /ē/, /ī/, /ō/, /ū/) associated with single letters; open syllables in single syllable words.
  d. Demonstrate mastery of isolating and blending sounds in VC and CVC words while reading.
- **Standard K.R.4:** Read grade-level text with sufficient accuracy and fluency to support comprehension.
- **Standard K.R.5:** With prompting and support, ask and answer questions about key details in text. (RL & RI)
- **Standard K.R.6:** With prompting and support, retell stories (RL); share key details from a text. (RI)
- **Standard K.R.7:** With prompting and support, identify characters, settings, and major events in a story or key information in a text. (RL & RI)
- **Standard K.R.8:** Ask and answer questions about unknown words in a text. (RL & RI)
- **Standard K.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases in context.

a. Identify new meanings for familiar words and apply them accurately.
b. Use the most frequently occurring inflections as a clue to the meaning of an unknown word.

- **Standard K.R.10:** Begins in grade 1.
- **Standard K.R.11:** Begins in grade 4.
- **Standard K.R.12:** Begins in grade 2.
- **Standard K.R.13:** Begins in grade 2.
- **Standard K.R.14:** Begins in grade 2.

Strand: Writing (K.W)
Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard K.W.1:** Use a combination of drawing, dictating, and writing to compose opinion pieces where a topic and an opinion are identified.
  a. Produce and expand a complete sentence using appropriate capitalization and punctuation.
- **Standard K.W.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces and provide information about the topic.
  a. Produce and expand a complete sentence using appropriate capitalization and punctuation.
- **Standard K.W.3:** Use a combination of drawing, dictating, and writing to compose narrative pieces about an event. Provide details about the event in the appropriate sequence and a reaction to what happened.
  a. Produce and expand a complete sentence using appropriate capitalization and punctuation.
- **Standard K.W.4:** Participate in shared writing projects.
  a. Begins in grade 2.
  b. Begins in grade 3.
  c. Recall information from experiences or learned information.
  d. Interact and collaborate with others.
  e. Legibly write all upper- and lowercase manuscript letters.

Grade 1

Strand: Speaking and Listening (1.SL)
Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 1.SL.1:** Prepare for and participate effectively in a range of conversations using grade-level appropriate vocabulary on topics and texts with diverse partners and express

their own ideas in small and large groups, building on others' ideas and expressing their own ideas clearly.
a. Follow agreed-upon rules for discussions (e.g., listening to others, speaking one-at-a-time about the topics and texts).
b. Continue a conversation through multiple exchanges while using appropriate tone and body language.

- **Standard 1.SL.2:** Speak clearly and audibly while expressing thoughts, feelings, and ideas while asking and answering questions about key details on a topic presented in diverse media and formats.
- **Standard 1.SL.3:** Ask and answer clarifying questions to gather additional information.
- **Standard 1.SL.4:** Produce complete sentences to present information clearly when speaking to others.
  a. Use grade-appropriate language, grammar, volume, and clear pronunciation while actively engaged in listening.
  b. Use visual displays when appropriate to present, describe, or clarify information to others.

Strand: Reading (1.R)
Students will learn to proficiently read and comprehend grade level literature and informational text, at the high end of the grade level text complexity band, with scaffolding as needed.

- **Standard 1.R.1:** Mastered in preschool.
- **Standard 1.R.2:** Demonstrate mastery of grade-level-appropriate phonological awareness skills.
  a. Add, delete, and substitute initial and final phonemes in simple syllable words including blends.
  b. Isolate, pronounce, blend, and segment phonemes in 4-5 sound words, including blends.
  c. Distinguish long and short vowel sounds in spoken single-syllable words.
- **Standard 1.R.3:** Demonstrate mastery of grade-level-appropriate phonics skills.
  a. Identify and begin using consonant and vowel y while reading (i.e., consonant sound: /y/ as in yes, vowel sound: final sound /ī/ as in fly, final sound /ē/ as in baby, medial sound /ĭ/ in gym and myth).
  b. Identify and begin reading and spelling of words with all six syllable types (open, closed, CVCe, vowel team, vowel r, consonant -le).
  c. Blend phonemes in words with 4-5 sounds while reading.
  d. Decode 2-syllable words by breaking the words into syllables (open, closed, VCe).
  e. Read and spell the spelling-sound correspondences for common consonant digraphs (i.e., sh, ch, wh, th, ng).
  f. Read grade-level appropriate compound words.
  g. Read words with inflectional endings (i.e. -s, -ed, -ing, -er, -est).
- **Standard 1.R.4:** Read grade-level text with sufficient accuracy and fluency to support comprehension.
- **Standard 1.R.5:** Ask and answer questions about key details in a text. (RL & RI)

- **Standard 1.R.6:** Using varied texts including those from diverse cultures, identify and retell the main idea and key details of a text. (RL & RI)
- **Standard 1.R.7:** Describe characters, settings, and important events in a story (RL) or pieces of information in a text. (RI)
- **Standard 1.R.8:** Identify specific words and phrases that express feeling, appeal to the senses, or determine the meaning of content-specific words within a text. (RL & RI)
- **Standard 1.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, 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 and their inflectional forms.
- **Standard 1.R.10:** Identify a variety of texts and explain major differences between literary texts and informational texts. (RL & RI)
- **Standard 1.R.11:** Begins in grade 4.
- **Standard 1.R.12:** Begins in grade 2.
- **Standard 1.R.13:** Begins in grade 2.
- **Standard 1.R.14:** Begins in grade 2.

Strand: Writing (1.W)
Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 1.W.1:** Write opinion pieces that introduce the topic, state an opinion, supply evidence for the opinion, and provide a concluding statement.
  a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
  b. Use appropriate conventions when writing (e.g., capitalization, punctuation).
- **Standard 1.W.2:** Write informative/explanatory pieces that introduce a topic, supply facts about the topic, and provide a concluding statement.
  a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
  b. Use appropriate conventions when writing (e.g., capitalization, punctuation).
- **Standard 1.W.3:** Write narrative pieces that retell two or more events. Provide details regarding the events using temporal words in sequential order and provide a concluding statement.
  a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
  b. Use appropriate conventions when writing (e.g., capitalization, punctuation).
- **Standard 1.W.4:** Participate in shared research and writing projects
  a. Begins in grade 2.
  b. Begins in grade 3.
  c. Recall information from experiences or learned information.
  d. Interact and collaborate with others.
  e. Legibly write all upper- and lowercase manuscript letters.

Grade 2

Strand: Speaking and Listening (2.SL)
Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 2.SL.1:** Prepare for and participate effectively in a range of conversations using grade-level appropriate vocabulary on topics and texts with diverse partners and express their own ideas in small and large groups, building on others' ideas and expressing their own ideas clearly.
  a. Follow agreed-upon rules for discussions (e.g., seeking other's opinions or thoughts and identifying other's perspectives).
  b. Initiate and build on a conversation through multiple exchanges while using appropriate tone and body language.
- **Standard 2.SL.2:** Speak clearly and audibly while expressing thoughts, feelings, and ideas clearly while asking and answering questions about key details on a topic presented in diverse media and formats.
- **Standard 2.SL.3:** Ask and answer clarifying questions to gather additional information or deepen understanding of a topic or issue.
- **Standard 2.SL.4:** Present information, stories, or opinions, sequencing ideas logically and using relevant descriptions, facts, and details.
  a. Use grade-appropriate language, grammar, volume, and clear pronunciation while actively engaged in listening.
  b. Use visual displays when appropriate to present, describe, or clarify information to others.

Strand: Reading (2.R)
Students will learn to proficiently read and comprehend grade level literature and informational text, at the high end of the grade level text complexity band, with scaffolding as needed.

- **Standard 2.R.1:** Mastered in preschool.
- **Standard 2.R.2:** Demonstrate mastery of grade-level-appropriate phonological awareness skills.
  a. Add, delete, and substitute initial, medial, and final sounds in a 5-6 phoneme word including blends.
  b. Isolate, pronounce, blend, and segment phonemes in 5-6 sound words.
- **Standard 2.R.3:** Demonstrate mastery of grade-level-appropriate phonics skills.
  a. Identify and begin reading and spelling words with all six syllable types (open, closed, CVCe, vowel team, vowel r, consonant -le) in multisyllabic words.
  b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) when reading and spelling.

c. Isolate and blend phonemes in words with 5-6 sounds while reading.
d. Decode words with common prefixes and suffixes.
e. Read and spell grade-level appropriate compound words.
f. Read and spell the spelling-sound correspondences for common variant digraphs (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).
g. Read and spell the spelling-sound correspondences for common trigraphs (i.e., tch /ch/ and dge /j/).
h. Spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, -gh, and wr-.
i. Read and spell the following diphthongs and vowel teams (i.e., oi, oy; ou, ow; au, aw; oo, u).
j. Read and spell the words with phonograms -old, -ild, -ost, -olt, -ind.

- **Standard 2.R.4:** Read grade-level text with sufficient accuracy and fluency to support comprehension.
- **Standard 2.R.5:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)
- **Standard 2.R.6:** Using varied texts including those from diverse cultures, retell the narrative (RL) or informational text (RI) according to the text structure including the main idea.
- **Standard 2.R.7:** Describe how characters respond to major events and challenges. (RL) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI)
- **Standard 2.R.8:** Explain how specific words and phrases express feeling, appeal to the senses, or determine the meaning of content-specific words within a text. (RL & RI)
- **Standard 2.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, 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.
  c. Use a known root word as a clue to the meaning of an unknown word with the same root.
  d. Use knowledge of the meaning of individual words to predict the meaning of compound words.
  e. Use glossaries and dictionaries to determine the meaning of words and phrases.
- **Standard 2.R.10:** Describe the overall literary and informational text structure and use the text features to locate facts, details, and information efficiently. (RL & RI)
- **Standard 2.R.11:** Begins in grade 4.
- **Standard 2.R.12:** Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RL & RI)
- **Standard 2.R.13:** Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)
- **Standard 2.R.14:** Compare and contrast two or more versions of the same text by different authors or from different cultures and the most important points presented by two texts on the same topic. (RL & RI)

Strand: Writing (2.W)
Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 2.W.1:** Write opinion pieces that introduce the topic, state an opinion, supply evidence that supports the opinion, use linking words to connect opinion and evidence, and provide a concluding statement.
  a. Produce, expand, and rearrange complete simple and compound sentences using collective and irregular plural nouns, reflexive pronouns, irregular verbs, adjectives, and adverbs.
  b. Use appropriate conventions when writing (e.g., capitalization, contractions).
- **Standard 2.W.2:** Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement.
  a. Produce, expand, and rearrange complete simple and compound sentences using collective and irregular plural nouns, reflexive pronouns, irregular verbs, adjectives, and adverbs.
  b. Use appropriate conventions when writing (e.g., capitalization, contractions).
- **Standard 2.W.3:** Write narrative pieces in which they retell an elaborated event or short sequence of events; include details to describe actions, thoughts, feelings using temporal words in sequential order, and provide a concluding statement.
  a. Produce, expand, and rearrange complete simple and compound sentences using collective and irregular plural nouns, reflexive pronouns, irregular verbs, adjectives, and adverbs.
  b. Use appropriate conventions when writing (e.g., capitalization, contractions).
- **Standard 2.W.4:** Participate in shared research and writing projects on a single topic.
  a. Gather information on the subject.
  b. Begins in grade 3.
  c. Recall information from experiences or gather information from provided sources to answer a question.
  d. Interact and collaborate with others.
  e. Legibly write all upper- and lowercase manuscript letters.

Grade 3

Strand: Speaking and Listening (3.SL)
Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 3.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations using grade-level appropriate vocabulary with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own ideas clearly.

a. Acknowledge and respond to other perspectives in respectful discussions that involve taking turns and identifying comments and claims made on opposing sides of an issue.
b. Participate in conversations by asking questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.

- **Standard 3.SL.2:** Speak clearly and audibly while asking and answering questions about key details on a topic presented in diverse media and formats.
- **Standard 3.SL.3:** Identify the speaker's main idea and/or opinion and supporting details.
- **Standard 3.SL.4:** Present information, stories, or opinions, sequencing ideas logically and using relevant descriptions, facts, and details to elaborate on main ideas or themes.
  a. Use grade-appropriate language, grammar, volume, and clear pronunciation while actively engaged in listening.
  b. Include visual displays and/or media when appropriate to convey information and enhance engagement of presentations.

Strand: Reading (3.R)
Students will learn to proficiently read and comprehend grade level literature and informational text, at the high end of the grade level text complexity band, with scaffolding as needed.

- **Standard 3.R.1:** Mastered in preschool.
- **Standard 3.R.2:** Demonstrate mastery of grade-level-appropriate phonological awareness skills.
  a. Reversal of phonemes.
  b. Phoneme chaining including addition, deletion, substitution, and resequencing at all word positions (initial, final, and medial).
- **Standard 3.R.3:** Demonstrate mastery of grade-level-appropriate phonics skills.
  a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.
  b. Read and spell words with all six syllable types (open, closed, CVCe, vowel team, vowel r, consonant -le) in multisyllabic words.
  c. Identify and know the meaning of the most common prefixes and derivational suffixes.
  d. Identify the unaccented syllable in multisyllabic words (e.g., nation, active, atomic) when reading and spelling.
- **Standard 3.R.4:** Read grade-level text with sufficient accuracy and fluency to support comprehension.
- **Standard 3.R.5:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL & RI)
- **Standard 3.R.6:** Using varied texts including those from diverse cultures, retell the text according to the text structure including the main idea and retell how key details support the main idea. (RL & RI)
- **Standard 3.R.7:** Describe characters in a story and explain how their actions contribute to the sequence of events. (RL) 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. (RI)

- **Standard 3.R.8:** Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RL & RI)
- **Standard 3.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)
  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.
  c. Use a known root word as a clue to the meaning of an unknown word with the same root.
  d. Use glossaries or dictionaries to determine or clarify the precise meaning of key words and phrases.
- **Standard 3.R.10:** Analyze and discuss the parts of literary text using terms such as chapter, scene, and stanza. (RL) Use text features and search tools to build comprehension and locate relevant information efficiently. (RI)
- **Standard 3.R.11:** Begins in grade 4.
- **Standard 3.R.12:** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI)
- **Standard 3.R.13:** Not applicable for RL. Explain how claims in a text are supported by relevant reasons and evidence. (RI)
- **Standard 3.R.14:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. (RL) Compare and contrast the most important points and key details presented in two texts on the same topic. (RI)

Strand: Writing (3.W)
Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 3.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and provide a concluding statement.
  a. Introduce the topic, state a claim, and create an organizational structure that provides evidence.
  b. Produce simple, compound, and complex sentences using nouns, pronouns, verbs, adjectives, and adverbs in general and their functions.
  c. Use possessives, commas, and quotation marks, and linking words and phrases to connect the claim to the evidence.
- **Standard 3.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, and provide a concluding statement.
  a. Introduce and develop a topic using facts, definitions, and details, and group related information and graphics together.
  b. Produce simple, compound, and complex sentences using nouns, pronouns, verbs, adjectives, and adverbs in general and their functions.
  c. Use possessives, commas, and quotation marks, and linking words and phrases to connect the claim to the evidence.

- **Standard 3.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and provide a concluding statement.
  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  b. Produce simple, compound, and complex sentences using nouns, pronouns, verbs, adjectives, and adverbs in general and their functions.
  c. Use quotation marks in dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  d. Use commas, possessives, and temporal words in sequential order.
- **Standard 3.W.4:** Conduct short research projects to build knowledge about a topic.
  a. Gather information from one or more sources on the subject.
  b. Demonstrate understanding of the subject.
  c. Recall or gather relevant information and provide brief notes on sources.
  d. Interact and collaborate with others throughout the writing process.
  e. Legibly write all upper- and lowercase cursive and manuscript letters.

Grade 4

Strand: Speaking and Listening (4.SL)
Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 4.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations using grade-level appropriate vocabulary with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own ideas clearly.
  a. Respond thoughtfully to others' perspectives in orderly and civil discussions that involve turn-taking. Acknowledge comments and claims made on opposing sides and determine if additional information is needed.
  b. Participate in conversations by posing questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.
- **Standard 4.SL.2:** Summarize information presented in diverse formats and media and explain how the information pertains to the topic.
- **Standard 4.SL.3:** Identify and summarize a speaker's main idea and explain how it is supported with reasons and elaborations.
- **Standard 4.SL.4:** Present information, stories, or opinions, sequencing ideas logically and using relevant descriptions, facts, and details to elaborate on main ideas or themes.
  a. Use grade-appropriate language, grammar, adequate volume, and clear pronunciation.
  b. Include media to convey information and enhance engagement of presentations.

Strand: Reading (4.R)
Students will learn to proficiently read and comprehend grade level literature and informational text, at the high end of the grade level text complexity band, with scaffolding as needed.

- **Standard 4.R.1:** Mastered in preschool.
- **Standard 4.R.2:** Mastered in grade 3.
- **Standard 4.R.3:** Demonstrate mastery of grade-level-appropriate phonics skills.
  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.
- **Standard 4.R.4:** Read grade-level text with sufficient accuracy and fluency to support comprehension.
- **Standard 4.R.5:** Refer to details and evidence in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)
- **Standard 4.R.6:** Summarize texts using textual evidence, from a variety of text types, to determine a theme or main idea and explain how it is supported by key details. (RL & RI)
- **Standard 4.R.7:** Describe in depth a character, settings, or event in a story or drama, drawing on specific details in the text. (RL) 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. (RI)
- **Standard 4.R.8:** Determine the meaning of words, phrases, figurative language, academic and content-specific words within a text. (RL & RI)
- **Standard 4.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
  a. Use context as a clue to the meaning of a word or phrase. (RL & RI)
  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
  c. Consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **Standard 4.R.10:** Analyze the structural elements of different types of text when writing or speaking about a text. (RL) Describe the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
- **Standard 4.R.11:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) Compare and contrast a primary and secondary source on the same event or topic. (RI)
- **Standard 4.R.12:** Compare and contrast the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (RL) Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)
- **Standard 4.R.13:** Not applicable to RL. Explain how an author uses reasons and evidence to support particular claims in a text. (RI)
- **Standard 4.R.14:** Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

(RL) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

Strand: Writing (4.W)
Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 4.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, and provide a concluding section related to the claim presented.
  a. Introduce a topic, state a claim that is supported by evidence, produce complex sentences, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  b. Use linking words and phrases to connect the claim to the evidence.
  c. Use a comma before a coordinating conjunction in a compound sentence, recognizing and correcting inappropriate fragments and run-ons.
  d. Use precise language (e.g., relative pronouns and adverbs, progressive verb tenses, adjectives, and prepositional phrases) and content-specific vocabulary to inform about or explain the topic.
- **Standard 4.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly and provide a concluding section related to the information or explanation presented.
  a. Introduce a topic and group related information in paragraphs and/or sections using organizational structures, produce complex sentences, and text features to support the writer's purpose.
  b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.
  c. Link ideas within categories of information using words and phrases.
  d. Use precise language (e.g., relative pronouns and adverbs, progressive verb tenses, adjectives, and prepositional phrases) and content-specific vocabulary to inform about or explain the topic.
  e. Use a comma before a coordinating conjunction in a compound sentence, recognizing and correcting inappropriate fragments and run-ons.
- **Standard 4.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and provide a resolution.
  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, phrases, complex sentences, and sensory details to convey experiences and events precisely (e.g., relative pronouns and adverbs, progressive verb tenses, adjectives, and prepositional phrases).

e. Use a comma before a coordinating conjunction in a compound sentence, recognizing and correcting inappropriate fragments and run-ons.

- **Standard 4.W.4:** Conduct short research projects to build knowledge through investigation of different aspects of a topic.
  a. Gather and organize information from multiple relevant sources on the subject.
  b. Elaborate to demonstrate understanding of the subject under investigation.
  c. Recall or gather relevant information and provide a list of sources.
  d. Interact and collaborate with others throughout the writing process.
  e. Use fluent cursive and manuscript handwriting.

Grade 5

Strand: Speaking and Listening (5.SL)
Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 5.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations using grade-level appropriate vocabulary with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own ideas clearly.
  a. Respond thoughtfully to others' perspectives in orderly and civil discussions that involve turn-taking. Acknowledge comments and claims made on opposing sides of an issue and determine if additional information is needed.
  b. Participate in conversations by posing questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.
- **Standard 5.SL.2:** Interpret information presented in diverse formats and media in order to make informed decisions and explain how the information pertains to the topic.
- **Standard 5.SL.3:** Identify and summarize a speaker's claims and explain how each claim is supported with reasons and elaborations, and how they use word choice to support the claim.
- **Standard 5.SL.4:** Present information or opinions, sequencing ideas logically and using relevant descriptions, facts, and details to elaborate on main ideas or themes.
  a. Use grade-appropriate language, grammar, adequate volume, and clear pronunciation.
  b. Include media to convey information and enhance engagement of presentations.

Strand: Reading (5.R)
Students will learn to proficiently read and comprehend grade level literature and informational text, at the high end of the grade level text complexity band, with scaffolding as needed.

- **Standard 5.R.1:** Mastered in preschool.
- **Standard 5.R.2:** Mastered in grade 3.

- **Standard 5.R.3:** Demonstrate mastery of grade-level-appropriate phonics skills.
  a. Read and spell all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.
- **Standard 5.R.4:** Read grade-level text with sufficient accuracy and fluency to support comprehension.
- **Standard 5.R.5:** Identify and refer to evidence from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)
- **Standard 5.R.6:** Use textual evidence to determine the theme of a text, include how characters respond to challenges or how the speaker reflects upon a topic, and summarize the text. (RL) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI)
- **Standard 5.R.7:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. (RL) 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. (RI)
- **Standard 5.R.8:** Determine the meaning of words, phrases, figurative language (metaphors and similes), academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RL & RI)
- **Standard 5.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  a. Use context 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.
  c. Consult reference materials to find the pronunciation and determine the precise meaning of key words and phrases.
- **Standard 5.R.10:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a literary text. (RL) Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
- **Standard 5.R.11:** Explain how a narrator's or speaker's point of view influences how events are described. (RL) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)
- **Standard 5.R.12:** Analyze how the text elements contribute to the meaning, tone, or beauty of a text. (RL) Draw on information from multiple sources including media, demonstrating the ability to locate an answer to a question or to solve a problem. (RI)
- **Standard 5.R.13:** Not applicable to literature (RL). Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s). (RI)
- **Standard 5.R.14:** Compare and contrast stories in the same genre on their approaches to similar themes and topics. (RL) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

Strand: Writing (5.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 5.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, and provide a concluding section related to the claim presented.
  a. Introduce a topic, state a claim supported by evidence, produce complex sentences, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  b. Use linking words, phrases, and clauses to connect the claim to the evidence.
  c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style to develop the argument.
- **Standard 5.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly and provide a concluding section related to the information or explanation presented.
  a. Introduce and support a topic and group related information in paragraphs and/or sections using organizational structures, produce complex sentences, and text features, including multimedia when useful, to support the writer's purpose.
  b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.
  c. Link ideas within and across categories of information using words, phrases, and clauses to show the relationship between ideas, paragraphs, and/or sections.
  d. Use precise language and content-specific vocabulary to inform about or explain the topic.
  e. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **Standard 5.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and provide a resolution.
  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, phrases, complex sentences, and sensory details to convey experiences and events precisely.
  e. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **Standard 5.W.4:** Conduct short research projects to answer a question.
  a. Gather and use information from multiple relevant sources on the subject.
  b. Elaborate to demonstrate understanding of the subject under investigation.
  c. Summarize or paraphrase information and provide a list of sources.
  d. Interact and collaborate with others throughout the writing process.
  e. Use fluent cursive and manuscript handwriting.

Grade 6

Strand: Speaking and Listening (6.SL)
Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 6.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations using grade-level appropriate vocabulary with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own ideas clearly.
  a. Respond thoughtfully to others' perspectives in orderly and civil discussions that involve turn-taking. Acknowledge comments and claims made on opposing sides of an issue and determine if additional information is needed.
  b. Participate in conversations by posing questions, acknowledging new information, qualifying or justifying responses with reasoning and elaboration, and keeping the discussion on topic.
- **Standard 6.SL.2:** Interpret credible information presented in diverse formats and media to make informed decisions and explain how the information pertains to the topic.
- **Standard 6.SL.3:** Identify a speaker's claims, distinguishing between those that are supported with reasons and elaborations from those that are not, and how they use word choice to support the claim.
- **Standard 6.SL.4:** Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to elaborate on main ideas or themes.
  a. Use consistent grade-appropriate language, grammar, adequate volume, and clear pronunciation.
  b. Include media to convey information and enhance engagement of presentations.

Strand: Reading (6.R)
Students will learn to proficiently read and comprehend grade level literature and informational text, at the high end of the grade level text complexity band, with scaffolding as needed.

- **Standard 6.R.1:** Mastered in preschool.
- **Standard 6.R.2:** Mastered in grade 3.
- **Standard 6.R.3:** Mastered in grade 5.
- **Standard 6.R.4:** Mastered in grade 5.
- **Standard 6.R.5:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL & RI)
- **Standard 6.R.6:** Determine the theme or main idea of a text and how it is conveyed through particular details; provide an objective summary distinct from personal opinions or judgments. (RL & RI)

- **Standard 6.R.7:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. (RL) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. (RI)
- **Standard 6.R.8:** Determine the meaning of words and phrases, including figurative language, connotative meanings, and figures of speech. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RL & RI)
- **Standard 6.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  a. Use context 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.
  c. Consult reference materials to find the pronunciation of a word or determine its precise meaning or its part of speech.
- **Standard 6.R.10:** Analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, main idea, settings, or plot. (RL). Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of the main idea. (RI)
- **Standard 6.R.11:** Explain how an author's perspective develops the point of view of the narrator or speaker in diverse texts. (RL). Explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes a perspective and/or position from that of others. (RI)
- **Standard 6.R.12:** Compare and contrast how different formats, including print and digital media, contribute to the understanding of a text. (RL & RI)
- **Standard 6.R.13:** Not applicable to RL. Evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI)
- **Standard 6.R.14:** Compare and contrast texts across different forms or genres in terms of their approaches to similar themes and topics. (RL) Compare and contrast one author's presentation of events with that of another. (RI)

Strand: Writing (6.W)
Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 6.W.1:** Write arguments to support claims with clear reasons and relevant evidence, and provide a concluding section related to the argument presented.
  a. Introduce a claim supported by evidence from credible sources, produce complex sentences, and create an organizational structure in which claims are logically grouped to support the writer's purpose.
  b. Use words, phrases, and clauses to clarify the relationships among claim(s) and evidence.
  c. Use commas, parentheses, and dashes to offset nonrestrictive/parenthetical elements as appropriate within writing.

- **Standard 6.W.2:** Write informative/explanatory texts to examine a topic that conveys ideas and information clearly and provide a concluding section that supports the information or explanation presented.
  a. Introduce and develop a topic; produce complex sentences, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful.
  b. Develop the topic with relevant facts, definitions, concrete details, quotations, and examples.
  c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  d. Use precise language and content-specific vocabulary to inform about or explain the topic.
  e. Use commas, parentheses, and dashes to offset nonrestrictive/parenthetical elements as appropriate within writing.
- **Standard 6.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, well-structured event sequences, and provide a resolution.
  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  d. Use precise words, phrases and complex sentences, relevant descriptive details, and sensory language to convey experiences and events.
  e. Use commas, parentheses, and dashes to offset nonrestrictive/parenthetical elements as appropriate within writing.
- **Standard 6.W.4:** Conduct short research projects to answer a question.
  a. Gather, synthesize, and use information from multiple credible sources on the subject.
  b. Generate own ideas to demonstrate understanding of the subject under investigation.
  c. Avoid plagiarism by quoting or paraphrasing and provide basic bibliographic information for sources.
  d. Interact and collaborate with others throughout the writing process.

Grades 7-8

Strand: Speaking and Listening (7-8.SL)
Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 7-8.SL.1:** Prepare for, initiate, and participate effectively in a range of conversations and collaborations using grade-level appropriate vocabulary with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own ideas clearly.
  a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making, role-taking, acknowledging comments, claims, and evidence made on opposing sides of an issue, identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
  b. Participate in conversations by posing questions, acknowledge new information, qualify or justify responses with reasoning and evidence, and keep the discussion on topic.
- **Standard 7-8.SL.2:** Evaluate and investigate the credibility of multiple sources of information presented in diverse formats and media in order to make informed decisions.
- **Standard 7-8.SL.3:** Evaluate a speaker's point of view and reasoning, while identifying the use of evidence and rhetoric, premises, word choice, syntax, and tone.
- **Standard 7-8.SL.4:** Present and cite information, findings, and supporting evidence such that listeners can follow the line of reasoning conveying a clear perspective.
  a. Use language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.
  b. Use visual displays of data, including digital media, to convey information, enhance understanding of presentations, and engage the audience.

Strand: Reading (7-8.R)
Students will learn to proficiently read and comprehend grade level literature and informational text, at the high end of the grade level text complexity band, with scaffolding as needed.

- **Standard 7-8.R.1:** Mastered in preschool.
- **Standard 7-8.R.2:** Mastered in grade 3.
- **Standard 7-8.R.3:** Mastered in grade 5.
- **Standard 7-8.R.4:** Mastered in grade 5.
- **Standard 7-8.R.5:** Cite textual evidence that best supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL & RI)
- **Standard 7-8.R.6:** Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, settings, and plot; provide an objective summary of the text (RL). Provide an objective summary; include the main idea of the text including its relationship to supporting ideas. (RI)
- **Standard 7-8.R.7:** Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
- **Standard 7-8.R.8:** Determine the meaning of words and phrases, including figurative, connotative, and technical meanings. Analyze the impact of specific word choices on

meaning, tone, and mood, including words with multiple meanings within a text. (RL & RI)

- **Standard 7-8.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
  a. Use context 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.
  c. Consult appropriate reference materials to find the pronunciation of a word or determine its precise meaning or its part of speech.
- **Standard 7-8.R.10:** Analyze the structure an author uses to organize a text, and how it contributes to the text meaning. (RL & RI)
- **Standard 7-8.R.11:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text and how this creates a variety of effects (e.g., humor, sadness, suspense). (RL) Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others and responds to conflicting evidence or viewpoints. (RI)
- **Standard 7-8.R.12:** Compare and contrast a text to another medium analyzing each portrayal of the subject and evaluate the advantages and disadvantages of using the different mediums and how and why the content stays faithful to or departs from the text or script. (RL & RI)
- **Standard 7-8.R.13:** Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient to support the claims; recognize when irrelevant evidence is introduced. (RI) Not applicable to literature. (RL)
- **Standard 7-8.R.14:** Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI) Analyze two or more works of fiction drawing on themes, patterns of events, or character types including describing how the material is transformed. (RL)

Strand: Writing (7-8.W)
Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 7-8.W.1:** Write arguments to support claims with clear reasons and relevant evidence, and provide a conclusion that follows from and supports the argument presented.
  a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources.
  c. Use precise words, phrases, clauses, and modifiers to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a style appropriate to the audience, purpose, and task, including the use of verbs in the active and passive voice and in the conditional and subjunctive mood.
e. Use commas, ellipses, or dashes as appropriate within writing.

- **Standard 7-8.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, and provide a conclusion that supports the information or explanation presented.
  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful.
  b. Develop the topic with relevant facts, definitions, concrete details, quotations, and examples.
  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  d. Use precise language and content-specific vocabulary to inform about or explain the topic.
  e. Establish and maintain a style appropriate to the audience, purpose, and task, including the use of verbs in the active and passive voice and in the conditional and subjunctive mood.
  f. Use commas, ellipses, or dashes as appropriate within writing.
- **Standard 7-8.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, relevant descriptive details, and provide a substantive resolution.
  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
  d. Use precise words, phrases, and modifiers; relevant descriptive details; a variety of simple, compound, and complex sentences; active and passive voice; and sensory language.
  e. Use commas, ellipses, or dashes as appropriate within writing.
- **Standard 7-8.W.4:** Conduct short research projects to answer a question.
  a. Gather, synthesize, and use information from multiple credible sources on the subject.
  b. Generate own ideas to demonstrate understanding of the subject under investigation.
  c. Avoid plagiarism by quoting or paraphrasing and citing using a standard format for citation of evidence.
  d. Interact and collaborate with others throughout the writing process.

Grades 9-10

Strand: Speaking and Listening (9-10.SL)
Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 9-10.SL.1:** Prepare for, initiate, and participate effectively in a range of conversations and collaborations using grade-level appropriate vocabulary with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own ideas clearly.
  a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making, role-taking, synthesizing comments, claims, and evidence made on multiple sides of an issue, identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
  b. Propel conversations by posing and responding to questions that relate to reasoning and evidence, provide the opportunity to consider a range of positions; and clarify, verify, or challenge ideas and conclusions with evidence.
- **Standard 9-10.SL.2:** Evaluate, integrate, and investigate the credibility of multiple sources of information presented in diverse formats and media in order to make informed decisions.
- **Standard 9-10.SL.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying the stance, premises, links among ideas, word choice, syntax, and tone.
- **Standard 9-10.SL.4:** Concisely present and cite information, findings, and supporting evidence such that listeners can follow the line of reasoning conveying a clear perspective.
  a. Use language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal and informal contexts.
  b. Strategically use visual displays of data, including digital media, to convey information, enhance understanding of presentations, and engage the audience.

Strand: Reading (9-10.R)
Students will learn to proficiently read and comprehend grade level literature and informational text, at the high end of the grade level text complexity band, with scaffolding as needed.

- **Standard 9-10.R.1:** Mastered in preschool.
- **Standard 9-10.R.2:** Mastered in grade 3.
- **Standard 9-10.R.3:** Mastered in grade 5.
- **Standard 9-10.R.4:** Mastered in grade 5.
- **Standard 9-10.R.5:** Cite relevant and sufficient textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL & RI)

- **Standard 9-10.R.6:** 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; provide an objective summary of the text. (RL)
  Provide an objective summary; include two or more main ideas of the text including their relationship to supporting ideas. (RI)
- **Standard 9-10.R.7:** Analyze how complex and/or dynamic characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (RL) Analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
- **Standard 9-10.R.8:** Determine the meaning of words and phrases, including figurative language, connotative meanings, and figures of speech. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RL & RI)
- **Standard 9-10.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)
  a. Use context 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.
  c. Consult appropriate reference materials to find the pronunciation of a word or determine its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.
- **Standard 9-10.R.10:** Analyze and evaluate the effectiveness of how an author structures a text, orders events, and manipulates time to create effect. (RL) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI)
- **Standard 9-10.R.11:** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements, and devices) and explain how an author's geographic location, identity, and culture affect perspective. (RL & RI)
- **Standard 9-10.R.12:** Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (RL & RI)
- **Standard 9-10.R.13:** Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI) Not applicable to literature. (RL)
- **Standard 9-10.R.14:** Analyze how an author draws on and transforms source material in a specific work and explain how one relates to the other. (RL & RI)

Strand: Writing (9-10.W)
Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 9-10.W.1:** Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.
  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims (e.g., parallel structure).
  d. Establish and maintain a style appropriate to the audience, purpose, and task while attending to the norms and conventions of the discipline (e.g., semicolon and colon).
- **Standard 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, and provide a conclusion that follows from and supports the information or explanation presented.
  a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful.
  b. Develop the topic with relevant, and sufficient facts, extended definitions, concrete details, quotations, and examples.
  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 (e.g., parallel structure).
  d. Use precise language and content-specific vocabulary to manage the complexity of the topic.
  e. Establish and maintain a style appropriate to the audience, purpose, and task (e.g., semicolon and colon).
- **Standard 9-10.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences and well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.
  a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  c. Use a variety of organizational techniques to sequence events so that they build on one another to create a coherent whole.
  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
  e. Establish and maintain a style appropriate to the audience, purpose, and task (e.g., semicolon and colon).

- **Standard 9-10.W.4:** Conduct short as well as more sustained research projects to answer a question or solve a problem.
  a. Gather, synthesize, and use credible information from multiple authoritative sources on the subject.
  b. Reflect on the evidence and generate own ideas to demonstrate understanding of the subject under investigation.
  c. Avoid plagiarism by quoting and paraphrasing and citing using a standard format for citation of evidence.
  d. Interact and collaborate with others throughout the writing process.

Grades 11-12

Strand: Speaking and Listening (11-12.SL)
Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 11-12.SL.1:** Prepare for, initiate, and participate effectively in a range of conversations and collaborations using grade-level appropriate vocabulary with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own ideas clearly.
  a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making, role-taking, synthesizing 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 conversation.
  b. Propel conversations by posing and responding to questions that probe reasoning and evidence, ensure the opportunity to consider a full range of positions, and clarify, verify, or challenge ideas and conclusions with evidence.
- **Standard 11-12.SL.2:** Evaluate and integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, verify the credibility and accuracy of each source, and note any discrepancies among the data.
- **Standard 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, syntax, points of emphasis, and tone.
- **Standard 11-12.SL.4:** Concisely present and cite information, findings, and supporting evidence such that listeners can follow the line of reasoning conveying clear perspectives.
  a. Use language, grammar, organization, development, and delivery styles appropriate to purpose, and audience for a range of formal and informal contexts.
  b. Strategically use visual displays of data, including digital media, to convey information, enhance understanding of presentations, and engage the audience.

Strand: Reading (11-12.R)
Students will learn to proficiently read and comprehend grade level literature and informational text, at the high end of the grade level text complexity band, with scaffolding as needed.

- **Standard 11-12.R.1:** Mastered in preschool.
- **Standard 11-12.R.2:** Mastered in grade 3.
- **Standard 11-12.R.3:** Mastered in grade 5.
- **Standard 11-12.R.4:** Mastered in grade 5.
- **Standard 11-12.R.5:** Cite relevant and sufficient textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL & RI)
- **Standard 11-12.R.6:** 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 to produce a complex account; provide an objective summary of the text. (RL) Provide an objective synthesis of two or more texts; include main ideas, supporting details, and the relationship between/among the texts. (RI)
- **Standard 11-12.R.7:** Analyze the impact of character and plot development on the overall story or drama. (RL) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI)
- **Standard 11-12.R.8:** Determine the meaning of words and phrases, including figurative language, connotative meanings, and figures of speech. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RL & RI)
- **Standard 11-12.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  a. Use context 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.
  c. Use appropriate reference materials, to find the pronunciation of a word or determine its precise meaning, its part of speech, its etymology including Greek or Latin affixes and roots, or its usage.
- **Standard 11-12.R.10:** Compare and evaluate the effectiveness of the structures of multiple texts about similar topics/themes, including whether the structures make points/meaning clear, convincing, and engaging. (RL & RI)
- **Standard 11-12.R.11:** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement) and explain how an author's geographic location, identity, and culture affect perspective. (RL & RI)
- **Standard 11-12.R.12:** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. (RL) Evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. (RI)

- **Standard 11-12.R.13:** Delineate and evaluate an argument in applicable texts, to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI) Not applicable to literature. (RL)
- **Standard 11-12.R.14:** Analyze two or more texts of literary significance across and within time periods for their themes, purposes, and rhetorical features. (RL & RI)

Strand: Writing (11-12.W)
Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 11-12.W.1:** Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.
  a. Introduce claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  b. Develop claim(s) and counterclaims, supplying the most relevant evidence for each while pointing out the strengths and limitations that anticipate the audience's knowledge level, concerns, values, and possible biases.
  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  d. Establish and maintain a style and conventions appropriate to the audience, purpose, and task (e.g., hyphenation), understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- **Standard 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, and provide a conclusion that follows from and supports the information or explanation presented.
  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, graphics, and multimedia when useful.
  b. Develop the topic thoroughly by selecting the relevant and sufficient facts, extended definitions, concrete details, quotations, and examples.
  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, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  e. Establish and maintain a style and conventions appropriate to the audience, purpose, and task (e.g., hyphenation), understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- **Standard 11-12.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, and well-chosen details, and provide a resolution that follows from what is experienced, observed, or resolved over the course of the narrative.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
e. Establish and maintain a style and conventions appropriate to the audience, purpose, and task (e.g., hyphenation), understanding that usage is a matter of convention, can change over time, and is sometimes contested.

- **Standard 11-12.W.4:** Conduct short as well as more sustained research projects to answer a question or solve a problem.
  a. Gather, synthesize, and use credible information from multiple authoritative sources on the subject.
  b. Reflect on the evidence and generate own ideas to demonstrate understanding of the subject under investigation.
  c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
  d. Interact and collaborate with others throughout the writing process.

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