

2025

# MISSISSIPPI

## College- and Career- Readiness Standards



# ► English Language Arts

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# ACKNOWLEDGEMENTS

## 2025 MS CCRS FOR ENGLISH LANGUAGE ARTS REVIEW COMMITTEE

The Mississippi Department of Education gratefully acknowledges the hard work of the following individuals for their involvement and feedback in the readoption process of the 2025 Mississippi College- and Career-Readiness Standards for English Language Arts.

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# MISSION STATEMENT

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

## PURPOSE

The primary purpose of the 2025 Mississippi College- and Career-Readiness Standards (MS CCRS) is to provide a basis for curriculum development for Grades K-12 English Language Arts teachers in Mississippi. This document provides an outline of what students should know and be able to do by the end of each grade level in preparation for college and career. Mississippi-specific courses that were revised to align with the Mississippi College- and Career-Readiness Standards include Survey of African American Writing, Creative Writing, Debate, Foundations of Journalism, Broadcast Journalism, Print Journalism, Mississippi Writers, Oral Communication, Technical and Workplace Writing, Survey of Twentieth Century Writing, and World Literature. The Southern Regional Education Board (SREB) Literacy Readiness courses are included as transitions to high school and college English courses.

## IMPLEMENTATION

The required year for the *2025 Mississippi College- and Career-Readiness Standards for English Language Arts* is school year 2025-2026.

# OVERVIEW

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

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

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



# THE READOPTION PROCESS

The 2016 Mississippi College- and Career-Readiness Standards (MS CCRS) were reviewed after a statewide stakeholder survey, as a full-scale revision was not warranted. The survey aimed to validate the standards or to identify specific areas for review, to ensure continued relevance and alignment with educational goals.

The survey included three sections:

- **Demographics:** collected data on respondents' congressional district, grade levels taught, teaching experience, role, highest degree attained, and notable achievements
- **Standards Rating:** used a Likert scale to evaluate perceptions of the MS CCRS, assessing clarity, grade-level progression, relevance to real-world skills, and alignment with workplace competencies such as problem-solving and collaboration
- **Standards Review (Optional):** allowed respondents to submit specific standards for review, focusing on clarity, grade-level appropriateness, learning progression, and content accuracy, accompanied by actionable feedback

The survey yielded 418 total responses and 97 comments regarding standards, with 20 comments pertaining to K-12 English Language Arts standards. A diverse group of veteran educators representing each congressional districts and all grade bands met in the summer and fall of 2024 to review the feedback and make recommendations.

For a full list of edits made to the standards, refer to the 2016 and 2025 Mississippi College- and Career-Readiness Standards Comparison Guide in Appendix B.

# KEY DESIGN CONSIDERATIONS

## Mississippi College- and Career-Readiness Grade-Specific Standards

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

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

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

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

## A Focus on Results Rather than Means

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

## An Integrated Model of Literacy

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

## Research and Media Skills Blended into the Standards as a Whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. Research, media skills, and understandings are embedded throughout the Standards rather than treated in a separate section.

## Shared Responsibility for Students' Literacy Development

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

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

The Standards are not alone in calling for a special emphasis on informational text. The 2022 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

## Strategies for Content Area Reading

Though strategies utilized in reading and language arts classes provide the framework that students need to comprehend content-specific texts, students must also be equipped with transferable skills and strategies that can be used across grade levels and curricula. The following suggestions for content area reading can be incorporated into all classrooms:

- Establish goals and purposes for reading.
- Plan pre-reading activities that allow students to develop prerequisite knowledge and vocabulary about content-specific topics. Activities may include reading materials, videos, websites, and field trips.
- Plan post-reading activities that allow students to demonstrate mastery of skills and concepts through visual, kinesthetic, oral, and/or written products. Comprehension is often aided when linked to the creation of a product.
- Create mental or visual images associated with technical vocabulary words.
- Link new vocabulary with background knowledge.
- Focus on the semantic relationships of new and familiar words.
- Use synonyms, antonyms, and dictionary definitions to understand the meaning of specialized and technical vocabulary.
- Analyze the structure of new words (affixes, compound words, etc.) to determine word meaning.
- Maintain word banks and word walls for new words (**Note:** Word banks and word walls should be interactive; students must regularly interact with words banks and word walls to fully expand their vocabulary and analyze how words and concepts aid in reading comprehension).
- Use semantic gradients (vocabulary continuums) to illustrate a continuum of words by degree. Semantic gradients often feature antonyms or opposites on each end of the continuum. This strategy broadens students' knowledge of related and opposite words.
- Develop activities that allow students to work collaboratively to figure out the meaning of new words.
- Encourage students to generate and ask questions of texts.
- Design activities that allow students to make inferences, predict, summarize, and visualize concepts.
- Examine physical features of texts, such as different kinds of text features, including typeface, headings, and subheadings.

Many of the suggested strategies (e.g., prediction, summarizing, analyzing text features) must be directly taught (explicit instruction) and practiced, while other strategies (e.g., creating visual or mental images) can be components of incidental (implicit) instruction.

Additionally, students must engage in reading, writing, speaking, and listening activities that are authentic and content specific. Textbooks and discipline-specific texts, such as primary and secondary source documents, articles, tables, and graphs, must be cornerstones in social studies, science, and technical subjects to aid students in using reading strategies that are discipline-specific.

(Adapted from *Research-Based Content Area Reading Instruction*, Texas Reading Initiative, *Guidance for Literacy in the Content Areas*, Engage NY, and *Vocabulary Filters: A Framework for Choosing Which Words to Teach*)

## Distribution of Literary and Informational Passages by Grade in the 2022 and 2024 NAEP Reading Framework

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

Source: National Assessment Governing Board. (2022). *Reading framework for the 2022 and 2024 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

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

Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally. **The percentages on the table reflect the sum of student reading, not just reading in ELA settings.** Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational. To measure students’ growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

## Distribution of Communicative Purposes by Grade in the 2017 NAEP Writing Framework

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

Source: National Assessment Governing Board. (2017). *Writing framework for the 2017 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2017 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP’s shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.

**As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.** It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

## Focus and Coherence in Instruction and Assessment

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

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

# COLLEGE- AND CAREER-READY STUDENTS

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

## They demonstrate independence.

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

## They build strong content knowledge.

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

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

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

## They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

## They value evidence.

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

## They use technology and digital media strategically and capably.

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

## They come to understand other perspectives and cultures.

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



# ORGANIZATION OF THE STANDARDS

The 2025 Mississippi College- and Career-Readiness Standards for English Language Arts are divided into five sections. The first section consists of an introduction to the document and an overview of the document. The second section outlines the MS CCRS Anchor Standards for ELA. The third section includes the MS CCRS for ELA for kindergarten through fifth grade. The fourth section contains the MS CCRS for secondary ELA, including standards for Literacy and Writing in Social Studies, Science, and Technical Subjects. The final section includes the Mississippi Specific High School ELA electives, Advanced Placement courses, and the SREB Literacy Readiness bridge courses.

The K-5 and 6-12 ELA Standards are divided into four strands: Reading, Writing, Speaking and Listening, and Language. Each strand is headed by a strand-specific set of College- and Career-Readiness Anchor Standards that is identical across all grades and content areas.

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

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

## Who is responsible for which portion of the Standards?

A single K–5 section lists standards for reading, writing, speaking and listening, and language across the curriculum. Grades 6-8 and 9-12 are covered in two content area-specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

## Key Features of the Standards

### Reading: Text Complexity and the Growth of Comprehension

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

Link: [\*Qualitative Rubrics for Measuring Text Complexity of Literary and Informational Texts\*](#)

### Writing: Text Types, Responding to Reading, and Research

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

### Speaking and Listening: Flexible Communication and Collaboration

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

### Language: Conventions, Effective Use, and Vocabulary

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

# ANCHOR STANDARDS

The K–12 standards define what students should understand and be able to do by the end of each grade. The standards correspond to the College- and Career-Readiness (CCR) anchor standards below by number. The MS CCRS 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.

## COLLEGE- AND CAREER-READINESS STANDARDS: READING (R)

| IDENTIFIER<br>▼                                      | STANDARD<br>▼   |
|--|---|
| <b>KEY IDEAS AND DETAILS</b>                         |   |
| CCR.R.1  | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| CCR.R.2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| CCR.R.3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   |
| <b>CRAFT AND STRUCTURE</b>                           |   |
| CCR.R.4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.         |
| CCR.R.5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.      |
| CCR.R.6  | Assess how point of view or purpose shapes the content and style of a text.   |
| <b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>            |   |
| CCR.R.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| CCR.R.8  | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.                                |
| CCR.R.9  | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |
| <b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b> |   |
| CCR.R.10   | Read and comprehend complex literary and informational texts independently and proficiently.  |

### Note on range and content of student reading:

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

## COLLEGE- AND CAREER-READINESS STANDARDS: WRITING (W)

| IDENTIFIER<br>▼                                | STANDARD<br>▼   |
|--|---|
| <b>TEXT TYPES AND PURPOSES</b>                 |   |
| CCR.W.1  | Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.   |
| CCR.W.2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            |
| CCR.W.3  | Write narratives to develop real or imagined experiences of events using effective technique, well-chosen details, and well-structured event sequences.   |
| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b>  |   |
| CCR.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CCR.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| CCR.W.6  | Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.   |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |   |
| CCR.W.7  | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   |
| CCR.W.8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                 |
| CCR.W.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| <b>RANGE OF WRITING</b>                        |   |
| CCR.W.10                                       | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

### Note on range and content of student writing:

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

## COLLEGE- AND CAREER-READINESS STANDARDS: SPEAKING AND LISTENING (SL)

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

### Note on range and content of student speaking and listening:

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

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

## COLLEGE- AND CAREER-READINESS STANDARDS: LANGUAGE (L)

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

### Note on range and content of student language usage:

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

2025

# MS CCRS

## ENGLISH LANGUAGE ARTS



► GRADES K-5



# KINDERGARTEN

The following standards offer a focus for instruction and help ensure that students gain adequate mastery of a range of skills and applications, as well as exposure to a range of texts and tasks throughout the year. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

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

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

For further information, including guides to navigate the standards and links to other resources, visit the English Language Arts page at [mdek12.org/secondaryeducation/englishlanguage/](http://mdek12.org/secondaryeducation/englishlanguage/)

| READING LITERATURE                            |  |
|---|--|
| IDENTIFIER<br>▼                               | STANDARD<br>▼  |
| KEY IDEAS AND DETAILS                         |  |
| RL.K.1  | With prompting and support, ask and answer questions about key details in a text.  |
| RL.K.2  | With prompting and support, retell familiar stories, including key details.  |
| RL.K.3  | With prompting and support, identify characters, settings, and major events in a story.  |
| CRAFT AND STRUCTURE                           |  |
| RL.K.4  | Ask and answer questions about unknown words in a text.  |
| RL.K.5  | Recognize common types of texts (e.g., storybooks, poems).   |
| RL.K.6  | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.   |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |  |
| RL.K.7  | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| RL.K.8  | Not applicable to literature   |
| RL.K.9  | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.   |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |  |
| RL.K.10                                       | Actively engage in group reading activities with purpose and understanding.  |

| READING INFORMATIONAL TEXT                    |   |
|---|---|
| IDENTIFIER<br>▼                               | STANDARD<br>▼   |
| KEY IDEAS AND DETAILS                         |   |
| RI.K.1  | With prompting and support, ask and answer questions about key details in a text.   |
| RI.K.2  | With prompting and support, identify the main topic and retell key details of a text.   |
| RI.K.3  | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.   |
| CRAFT AND STRUCTURE                           |   |
| RI.K.4  | With prompting and support, ask and answer questions about unknown words in a text.   |
| RI.K.5  | Identify the front cover, back cover, and title page of a book.   |
| RI.K.6  | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.   |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |   |
| RI.K.7  | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| RI.K.8  | With prompting and support, identify the reasons an author gives to support points in a text.   |
| RI.K.9  | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                         |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |   |
| RI.K.10                                       | Actively engage in group reading activities with purpose and understanding.   |

| READING FOUNDATIONAL SKILLS  |  |
|------------------------------|--|
| IDENTIFIER<br>▼              | STANDARD<br>▼  |
| PRINT CONCEPTS               |  |
| RF.K.1                       | <p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>  |
| PHONOLOGICAL AWARENESS       |  |
| RF.K.2                       | <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /s/.)</li> <li>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol> |
| PHONICS AND WORD RECOGNITION |  |
| RF.K.3                       | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for each consonant.</li> <li>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol>   |
| FLUENCY                      |  |
| RF.K.4                       | Read emergent-reader texts with purpose and understanding.   |

| WRITING                                 |  |
|---|--|
| IDENTIFIER<br>▼                         | STANDARD<br>▼  |
| TEXT TYPES AND PURPOSES                 |  |
| W.K.1                                   | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ). |
| W.K.2                                   | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  |
| W.K.3                                   | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.   |
| PRODUCTION AND DISTRIBUTION OF WRITING  |  |
| W.K.4                                   | Begins in Grade 3  |
| W.K.5                                   | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  |
| W.K.6                                   | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.   |
| RESEARCH TO BUILD AND PRESENT KNOWLEDGE |  |
| W.K.7                                   | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  |
| W.K.8                                   | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.   |
| W.K.9                                   | Begins in Grade 4  |
| RANGE OF WRITING                        |  |
| W.K.10                                  | Begins in Grade 3  |

## SPEAKING AND LISTENING

| IDENTIFIER<br>▼                            | STANDARD<br>▼   |
|--|---|
| <b>COMPREHENSION AND COLLABORATION</b>     |   |
| SL.K.1                                     | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ol> |
| SL.K.2                                     | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  |
| SL.K.3                                     | Ask and answer questions in order to seek help, get information, or clarify something that is not understood.   |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> |   |
| SL.K.4                                     | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  |
| SL.K.5                                     | Add drawings or other visual displays to descriptions as desired to provide additional detail.  |
| SL.K.6                                     | Speak audibly and express thoughts, feelings, and ideas clearly.  |

| LANGUAGE                        |   |
|---------------------------------|---|
| IDENTIFIER<br>▼                 | STANDARD<br>▼   |
| CONVENTIONS OF STANDARD ENGLISH |   |
| L.K.1                           | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ol>           |
| L.K.2                           | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>Recognize and name end punctuation.</li> <li>Write the letter or letters that correspond to the correct consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>   |
| KNOWLEDGE OF LANGUAGE           |   |
| L.K.3                           | Begins in Grade 2   |
| VOCABULARY ACQUISITION AND USE  |   |
| L.K.4                           | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> <li>Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</li> <li>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.</li> </ol>  |
| L.K.5                           | <p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li> </ol> |

L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



# GRADE 1

The following standards offer a focus for instruction and help ensure that students gain adequate mastery of a range of skills and applications, as well as exposure to a range of texts and tasks throughout the year. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

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

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

For further information, including guides to navigate the standards and links to other resources, visit the English Language Arts page at [mdek12.org/secondaryeducation/englishlanguage/](http://mdek12.org/secondaryeducation/englishlanguage/)

| READING LITERATURE                            |  |
|---|--|
| IDENTIFIER<br>▼                               | STANDARD<br>▼  |
| KEY IDEAS AND DETAILS                         |  |
| RL.1.1  | Ask and answer questions about key details in a text.  |
| RL.1.2  | Retell stories, including key details, and demonstrate understanding of their central message or lesson.                                       |
| RL.1.3  | Describe characters, settings, and major events in a story, using key details.   |
| CRAFT AND STRUCTURE                           |  |
| RL.1.4  | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  |
| RL.1.5  | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| RL.1.6  | Identify who is telling the story at various points in a text.   |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |  |
| RL.1.7  | Use illustrations and details in a story to describe its characters, setting, or events.   |
| RL.1.8  | Not applicable to literature   |
| RL.1.9  | Compare and contrast the adventures and experiences of characters in stories.  |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |  |
| RL.1.10                                       | With prompting and support, read prose and poetry of appropriate complexity for Grade 1.   |

| READING INFORMATIONAL TEXT                    |  |
|---|--|
| IDENTIFIER<br>▼                               | STANDARD<br>▼  |
| KEY IDEAS AND DETAILS                         |  |
| RI.1.1  | Ask and answer questions about key details in a text.  |
| RI.1.2  | Identify the main topic and retell key details of a text.  |
| RI.1.3  | Describe the connection between two individuals, events, ideas, or pieces of information in a text.  |
| CRAFT AND STRUCTURE                           |  |
| RI.1.4  | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  |
| RI.1.5  | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| RI.1.6  | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                               |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |  |
| RI.1.7  | Use the illustrations and details in a text to describe its key ideas.   |
| RI.1.8  | Identify the reasons an author gives to support points in a text.  |
| RI.1.9  | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                  |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |  |
| RI.1.10                                       | With prompting and support, read information texts appropriately complex for Grade 1.  |

# READING FOUNDATIONAL SKILLS

| IDENTIFIER<br>▼                     | STANDARD<br>▼   |
|-------------------------------------|---|
| <b>PRINT CONCEPTS</b>               |   |
| RF.1.1                              | <p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>  |
| <b>PHONOLOGICAL AWARENESS</b>       |   |
| RF.1.2                              | <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>   |
| <b>PHONICS AND WORD RECOGNITION</b> |   |
| RF.1.3                              | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Apply letter-sound knowledge to recognize and read irregularly spelled words.</li> </ul> |
| <b>FLUENCY</b>                      |   |
| RF.1.4                              | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct words recognition and understanding, rereading as necessary.</li> </ul>  |

| WRITING                                 |   |
|---|---|
| IDENTIFIER<br>▼                         | STANDARD<br>▼   |
| TEXT TYPES AND PURPOSES                 |   |
| W.1.1                                   | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.                         |
| W.1.2                                   | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   |
| W.1.3                                   | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| PRODUCTION AND DISTRIBUTION OF WRITING  |   |
| W.1.4                                   | Begins in Grade 3   |
| W.1.5                                   | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  |
| W.1.6                                   | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  |
| RESEARCH TO BUILD AND PRESENT KNOWLEDGE |   |
| W.1.7                                   | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).   |
| W.1.8                                   | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  |
| W.1.9                                   | Begins in Grade 4   |
| RANGE OF WRITING                        |   |
| W.1.10                                  | Begins in Grade 3   |

## SPEAKING AND LISTENING

| IDENTIFIER<br>▼                            | STANDARD<br>▼   |
|--|---|
| <b>COMPREHENSION AND COLLABORATION</b>     |   |
| SL.1.1                                     | <p>Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>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).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> |
| SL.1.2                                     | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| SL.1.3                                     | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.   |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> |   |
| SL.1.4                                     | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.   |
| SL.1.5                                     | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  |
| SL.1.6                                     | Produce complete sentences when appropriate to task and situation.  |

| LANGUAGE                        |  |
|---------------------------------|--|
| IDENTIFIER<br>▼                 | STANDARD<br>▼  |
| CONVENTIONS OF STANDARD ENGLISH |  |
| L.1.1                           | <p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.</p> <ol style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use common, proper, and possessive nouns.</li> <li>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>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).</li> <li>Use frequently occurring adjectives.</li> <li>Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>Use determiners (e.g., articles, demonstratives).</li> <li>Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol> |
| L.1.2                           | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize dates and names of people.</li> <li>Use end punctuation for sentences.</li> <li>Use commas in dates and to separate single words in a series.</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol>  |
| KNOWLEDGE OF LANGUAGE           |  |
| L.1.3                           | Begins in Grade 2  |
| VOCABULARY ACQUISITION AND USE  |  |
| L.1.4                           | <p>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.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ol>  |

|       |   |
|-------|---|
| L.1.5 | <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"><li>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li><li>Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li><li>Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li><li>Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li></ol> |
| L.1.6 | <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>   |



# GRADE 2

The following standards offer a focus for instruction and help ensure that students gain adequate mastery of a range of skills and applications, as well as exposure to a range of texts and tasks throughout the year. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

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

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

For further information, including guides to navigate the standards and links to other resources, visit the English Language Arts page at [mdek12.org/secondaryeducation/englishlanguage/](http://mdek12.org/secondaryeducation/englishlanguage/)

## READING LITERATURE

| IDENTIFIER<br>▼                                      | STANDARD<br>▼   |
|--|---|
| <b>KEY IDEAS AND DETAILS</b>                         |   |
| RL.2.1   | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.                         |
| RL.2.2   | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.   |
| RL.2.3   | Describe how characters in a story respond to major events and challenges.  |
| <b>CRAFT AND STRUCTURE</b>                           |   |
| RL.2.4   | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.   |
| RL.2.5   | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.   |
| RL.2.6   | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.   |
| <b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>            |   |
| RL.2.7   | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  |
| RL.2.8   | Not applicable to literature  |
| RL.2.9   | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.   |
| <b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b> |   |
| RL.2.10  | By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

| READING INFORMATIONAL TEXT                    |  |
|---|--|
| IDENTIFIER<br>▼                               | STANDARD<br>▼  |
| KEY IDEAS AND DETAILS                         |  |
| RI.2.1  | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.  |
| RI.2.2  | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.   |
| RI.2.3  | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| CRAFT AND STRUCTURE                           |  |
| RI.2.4  | Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.  |
| RI.2.5  | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.   |
| RI.2.6  | Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |  |
| RI.2.7  | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  |
| RI.2.8  | Describe how reasons support specific points the author makes in a text.   |
| RI.2.9  | Compare and contrast the most important points presented by two texts on the same topic.   |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |  |
| RI.2.10                                       | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

| READING FOUNDATIONAL SKILLS  |  |
|------------------------------|--|
| IDENTIFIER<br>▼              | STANDARD<br>▼  |
| PRINT CONCEPTS               |  |
| RF.2.1                       | Not applicable in Grade 2.   |
| PHONOLOGICAL AWARENESS       |  |
| RF.2.2                       | Not applicable in Grade 2.   |
| PHONICS AND WORD RECOGNITION |  |
| RF.1.3                       | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> |
| FLUENCY                      |  |
| RF.1.4                       | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>  |

| WRITING                                 |   |
|---|---|
| IDENTIFIER<br>▼                         | STANDARD<br>▼   |
| TEXT TYPES AND PURPOSES                 |   |
| W.2.1                                   | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section. |
| W.2.2                                   | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  |
| W.2.3                                   | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  |
| PRODUCTION AND DISTRIBUTION OF WRITING  |   |
| W.2.4                                   | Begins in Grade 3   |
| W.2.5                                   | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.   |
| W.2.6                                   | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  |
| RESEARCH TO BUILD AND PRESENT KNOWLEDGE |   |
| W.2.7                                   | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  |
| W.2.8                                   | Recall information from experiences or gather information from provided sources to answer a question.   |
| W.2.9                                   | Begins in Grade 4   |
| RANGE OF WRITING                        |   |
| W.2.10                                  | Begins in Grade 3   |

## SPEAKING AND LISTENING

| IDENTIFIER<br>▼                            | STANDARD<br>▼   |
|--|---|
| <b>COMPREHENSION AND COLLABORATION</b>     |   |
| SL.2.1                                     | <p>Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>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).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> |
| SL.2.2                                     | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| SL.2.3                                     | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.   |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> |   |
| SL.2.4                                     | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.   |
| SL.2.5                                     | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.   |
| SL.2.6                                     | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See Grade 2 Language standard 1 for specific expectations.)  |

| LANGUAGE                        |  |
|---------------------------------|--|
| IDENTIFIER<br>▼                 | STANDARD<br>▼  |
| CONVENTIONS OF STANDARD ENGLISH |  |
| L.2.1                           | <p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <ol style="list-style-type: none"> <li>Use collective nouns (e.g., <i>group</i>).</li> <li>Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> </ol>   |
| L.2.2                           | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize holidays, product names, and geographic names.</li> <li>Use commas in greetings and closings of letters.</li> <li>Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>   |
| KNOWLEDGE OF LANGUAGE           |  |
| L.2.3                           | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Compare formal and informal uses of English.</li> </ol>   |
| VOCABULARY ACQUISITION AND USE  |  |
| L.2.4                           | <p>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.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</li> <li>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</li> <li>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ol> |

|       |   |
|-------|---|
| L.2.5 | <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"><li>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li><li>Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</li></ol> |
| L.2.6 | <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>   |



# GRADE 3

The following standards offer a focus for instruction and help ensure that students gain adequate mastery of a range of skills and applications, as well as exposure to a range of texts and tasks throughout the year. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

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

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

For further information, including guides to navigate the standards and links to other resources, visit the English Language Arts page at [mdek12.org/secondaryeducation/englishlanguage/](http://mdek12.org/secondaryeducation/englishlanguage/)

## READING LITERATURE

| IDENTIFIER<br>▼                                      | STANDARD<br>▼   |
|--|---|
| <b>KEY IDEAS AND DETAILS</b>                         |   |
| RL.3.1   | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.   |
| RL.3.2   | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.    |
| RL.3.3   | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.   |
| <b>CRAFT AND STRUCTURE</b>                           |   |
| RL.3.4   | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.   |
| RL.3.5   | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| RL.3.6   | Distinguish their own point of view from that of the narrator or those of the characters.   |
| <b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>            |   |
| RL.3.7   | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).                   |
| RL.3.8   | Not applicable to literature  |
| RL.3.9   | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).                                   |
| <b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b> |   |
| RL.3.10  | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.             |

| READING INFORMATIONAL TEXT                    |   |
|---|---|
| IDENTIFIER<br>▼                               | STANDARD<br>▼   |
| KEY IDEAS AND DETAILS                         |   |
| RI.3.1  | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.   |
| RI.3.2  | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| RI.3.3  | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.            |
| CRAFT AND STRUCTURE                           |   |
| RI.3.4  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.  |
| RI.3.5  | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.   |
| RI.3.6  | Distinguish their own point of view from that of the author of a text.  |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |   |
| RI.3.7  | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).                                |
| RI.3.8  | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).   |
| RI.3.9  | Compare and contrast the most important points and key details presented in two texts on the same topic.  |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |   |
| RI.3.10                                       | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently. |

| READING FOUNDATIONAL SKILLS  |   |
|------------------------------|---|
| IDENTIFIER<br>▼              | STANDARD<br>▼   |
| PRINT CONCEPTS               |   |
| RF.3.1                       | Not applicable in Grade 3.  |
| PHONOLOGICAL AWARENESS       |   |
| RF.3.2                       | Not applicable in Grade 3.  |
| PHONICS AND WORD RECOGNITION |   |
| RF.3.3                       | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multisyllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>  |
| FLUENCY                      |   |
| RF.3.4                       | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> |

# WRITING

IDENTIFIER  
▼STANDARD  
▼

## TEXT TYPES AND PURPOSES

W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- d. Provide a concluding statement or section.

W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- 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.

## PRODUCTION AND DISTRIBUTION OF WRITING

W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1-3 above).

W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grade 3).

W.3.6

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

## RESEARCH TO BUILD AND PRESENT KNOWLEDGE

W.3.7

Conduct short research projects that build knowledge about a topic.

W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

|                         |   |
|-------------------------|---|
| W.3.9                   | Begins in Grade 4   |
| <b>RANGE OF WRITING</b> |   |
| W.3.10                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

## SPEAKING AND LISTENING

| IDENTIFIER<br>▼                            | STANDARD<br>▼   |
|--|---|
| <b>COMPREHENSION AND COLLABORATION</b>     |   |
| SL.3.1                                     | <p>Engage effectively in a range of collaborative conversations (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ul> |
| SL.3.2                                     | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| SL.3.3                                     | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.   |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> |   |
| SL.3.4                                     | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.   |
| SL.3.5                                     | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.   |
| SL.3.6                                     | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See Grade 3 Language Standards 1 and 3 for specific expectations.)  |

## LANGUAGE

IDENTIFIER  
▼STANDARD  
▼

## CONVENTIONS OF STANDARD ENGLISH

L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and 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.

L.3.2

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

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
- f. Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

## KNOWLEDGE OF LANGUAGE

L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.

## VOCABULARY ACQUISITION AND USE

L.3.4

Determine or clarify the meaning of unknown and multiple-meaning 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).



|       |  |
|-------|--|
|       | <ul style="list-style-type: none"><li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li><li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li></ul>   |
| L.3.5 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"><li>c. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li><li>d. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li><li>e. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li></ul> |
| L.3.6 | <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationship (e.g., After dinner that night we went looking for them).</p>   |

# GRADE 4

The following standards offer a focus for instruction and help ensure that students gain adequate mastery of a range of skills and applications, as well as exposure to a range of texts and tasks throughout the year. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

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

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Beginning in grade 4, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

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.

For further information, including guides to navigate the standards and links to other resources, visit the English Language Arts page at [mdek12.org/secondaryeducation/englishlanguage/](http://mdek12.org/secondaryeducation/englishlanguage/)

| READING LITERATURE                            |  |
|---|--|
| IDENTIFIER<br>▼                               | STANDARD<br>▼  |
| KEY IDEAS AND DETAILS                         |  |
| RL.4.1  | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| RL.4.2  | Determine a theme of a story, drama, or poem from details in the text; summarize the text.   |
| RL.4.3  | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).   |
| CRAFT AND STRUCTURE                           |  |
| RL.4.4  | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).   |
| RL.4.5  | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| RL.4.6  | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.   |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |  |
| RL.4.7  | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.   |
| RL.4.8  | Not applicable to literature   |
| RL.4.9  | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |  |
| RL.4.10                                       | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.   |

| READING INFORMATIONAL TEXT                    |   |
|---|---|
| IDENTIFIER<br>▼                               | STANDARD<br>▼   |
| KEY IDEAS AND DETAILS                         |   |
| RI.4.1  | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  |
| RI.4.2  | Determine the main idea of a text and explain how it is supported by key details; summarize the text.   |
| RI.4.3  | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  |
| CRAFT AND STRUCTURE                           |   |
| RI.4.4  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 4 topic or subject area.  |
| RI.4.5  | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.   |
| RI.4.6  | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.   |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |   |
| RI.4.7  | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| RI.4.8  | Explain how an author uses reasons and evidence to support particular points in a text.   |
| RI.4.9  | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |   |
| RI.4.10                                       | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.                        |

| READING FOUNDATIONAL SKILLS  |   |
|------------------------------|---|
| IDENTIFIER<br>▼              | STANDARD<br>▼   |
| PRINT CONCEPTS               |   |
| RF.4.1                       | Not applicable in Grade 4.  |
| PHONOLOGICAL AWARENESS       |   |
| RF.4.2                       | Not applicable in Grade 4.  |
| PHONICS AND WORD RECOGNITION |   |
| RF.4.3                       | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>  |
| FLUENCY                      |   |
| RF.4.4                       | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> |

# WRITING

| IDENTIFIER<br>▼                               | STANDARD<br>▼   |
|---|---|
| <b>TEXT TYPES AND PURPOSES</b>                |   |
| W.4.1   | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>Provide reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>   |
| W.4.2   | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic and group related information in paragraphs and sections; include formatting (e.g., heading), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol> |
| W.4.3   | <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>   |
| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b> |   |
| W.4.4   | <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).</p>   |
| W.4.5   | <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grade 4).</p>  |

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| W.4.6  | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.   |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |  |
| W.4.7  | Conduct short research projects that build knowledge through investigation of different aspects of a topic.  |
| W.4.8  | recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  |
| W.4.9  | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply Grade 4 Reading Standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</li> <li>b. Apply Grade 4 Reading Standards to information texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</li> </ul> |
| <b>RANGE OF WRITING</b>                        |  |
| W.4.10   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  |

## SPEAKING AND LISTENING

| IDENTIFIER<br>▼                            | STANDARD<br>▼   |
|--|---|
| <b>COMPREHENSION AND COLLABORATION</b>     |   |
| SL.4.1                                     | <p>Engage effectively in a range of collaborative conversations (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>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.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> |
| SL.4.2                                     | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| SL.4.3                                     | Identify the reasons and evidence a speaker provides to support particular points.  |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> |   |
| SL.4.4                                     | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.   |
| SL.4.5                                     | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  |
| SL.4.6                                     | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language Standard 1 for specific expectations.)   |



| LANGUAGE                        |  |
|---------------------------------|--|
| IDENTIFIER<br>▼                 | STANDARD<br>▼  |
| CONVENTIONS OF STANDARD ENGLISH |  |
| L.4.1                           | <p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <ol style="list-style-type: none"> <li>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</li> <li>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>Form and use prepositional phrases.</li> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. *</li> <li>Correctly use frequently-confused words (e.g., to, too, two; there, their). *</li> </ol> |
| L.4.2                           | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use correct capitalization.</li> <li>Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>Use a comma before a coordinating conjunction in a compound sentence.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>  |
| KNOWLEDGE OF LANGUAGE           |  |
| L.4.3                           | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases to convey ideas precisely. *</li> <li>Choose punctuation for effect. *</li> <li>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ol>   |
| VOCABULARY ACQUISITION AND USE  |  |
| L.4.4                           | <p>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.</p> <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>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.</li> </ol>   |

|       |  |
|-------|--|
| L.4.5 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"><li>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li><li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li><li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li></ol> |
| L.3.6 | <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>  |

\* Denotes skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

# GRADE 5

The following standards offer a focus for instruction and help ensure that students gain adequate mastery of a range of skills and applications, as well as exposure to a range of texts and tasks throughout the year. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

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

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Beginning in grade 4, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

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.

For further information, including guides to navigate the standards and links to other resources, visit the English Language Arts page at [mdek12.org/secondaryeducation/englishlanguage/](http://mdek12.org/secondaryeducation/englishlanguage/)

| READING LITERATURE                            |   |
|---|---|
| IDENTIFIER<br>▼                               | STANDARD<br>▼   |
| KEY IDEAS AND DETAILS                         |   |
| RL.5.1  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| RL.5.2  | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| RL.5.3  | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  |
| CRAFT AND STRUCTURE                           |   |
| RL.5.4  | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.   |
| RL.5.5  | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  |
| RL.5.6  | Describe how a narrator's or speaker's point of view influences how events are described.   |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |   |
| RL.5.7  | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).                                  |
| RL.5.8  | Not applicable to literature  |
| RL.5.9  | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |   |
| RL.5.10                                       | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.                             |

| READING INFORMATIONAL TEXT                    |   |
|---|---|
| IDENTIFIER<br>▼                               | STANDARD<br>▼   |
| KEY IDEAS AND DETAILS                         |   |
| RI.5.1  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| RI.5.2  | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
| RI.5.3  | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.                         |
| CRAFT AND STRUCTURE                           |   |
| RI.5.4  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.  |
| RI.5.5  | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  |
| RI.5.6  | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |   |
| RI.5.7  | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  |
| RI.5.8  | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| RI.5.9  | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |   |
| RI.5.10                                       | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently. |

| READING FOUNDATIONAL SKILLS  |   |
|------------------------------|---|
| IDENTIFIER<br>▼              | STANDARD<br>▼   |
| PRINT CONCEPTS               |   |
| RF.5.1                       | Not applicable in Grade 5.  |
| PHONOLOGICAL AWARENESS       |   |
| RF.5.2                       | Not applicable in Grade 5.  |
| PHONICS AND WORD RECOGNITION |   |
| RF.5.3                       | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>  |
| FLUENCY                      |   |
| RF.5.4                       | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> |

# WRITING

IDENTIFIER  
▼STANDARD  
▼

## TEXT TYPES AND PURPOSES

W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., heading), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within 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.

W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use 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

W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).

|  |  |
|--|--|
| W.5.5  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grade 5).  |
| W.5.6  | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.   |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |  |
| W.5.7  | Conduct short research projects that build knowledge through investigation of different aspects of a topic.  |
| W.5.8  | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.   |
| W.5.9  | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply Grade 5 Reading Standards to literature (e.g., “compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”).</li> <li>b. Apply Grade 5 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support with point[s]”).</li> </ul> |
| <b>RANGE OF WRITING</b>                        |  |
| W.5.10   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  |



## SPEAKING AND LISTENING

| IDENTIFIER<br>▼                            | STANDARD<br>▼   |
|--|---|
| <b>COMPREHENSION AND COLLABORATION</b>     |   |
| SL.5.1                                     | <p>Engage effectively in a range of collaborative conversations (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul> |
| SL.5.2                                     | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| SL.5.3                                     | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.   |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> |   |
| SL.5.4                                     | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.   |
| SL.5.5                                     | Include multimedia components (e.g., graphics, sound) and visual displays in presentations with appropriate to enhance the development of main ideas or themes.   |
| SL.5.6                                     | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language Standards 1 and 3 for specific expectations.)   |

| LANGUAGE                        |   |
|---------------------------------|---|
| IDENTIFIER<br>▼                 | STANDARD<br>▼   |
| CONVENTIONS OF STANDARD ENGLISH |   |
| L.5.1                           | <p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>Use verb tense to convey various times, sequences, states, and conditions.</li> <li>Recognize and correct inappropriate shifts in verb tense. *</li> <li>Use correlative conjunctions (e.g., either/or, neither/nor).</li> </ol>  |
| L.5.2                           | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation to separate items in a series. *</li> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> <li>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?).</li> <li>Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol> |
| KNOWLEDGE OF LANGUAGE           |   |
| L.5.3                           | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ol>   |
| VOCABULARY ACQUISITION AND USE  |   |
| L.5.4                           | <p>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.</p> <ol style="list-style-type: none"> <li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>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.</li> </ol>          |

|       |   |
|-------|---|
| L.5.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"><li>a. Interpret figurative language, including similes and metaphors, in context.</li><li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li><li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li></ul> |
| L.5.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).   |

\* Denotes skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

2025

# MS CCRS

## ENGLISH LANGUAGE ARTS



► GRADES 6-8

# GRADE 6

The following standards offer a focus for instruction and help ensure that students gain adequate mastery of a range of skills and applications, as well as exposure to a range of texts and tasks throughout the year. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Beginning in grade 4, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

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

For further information, including guides to navigate the standards and links to other resources, visit the English Language Arts page at [mdek12.org/secondaryeducation/englishlanguage/](http://mdek12.org/secondaryeducation/englishlanguage/)

| READING LITERATURE                            |   |
|---|---|
| IDENTIFIER<br>▼                               | STANDARD<br>▼   |
| KEY IDEAS AND DETAILS                         |   |
| RL.6.1  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| RL.6.2  | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.   |
| RL.6.3  | Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.   |
| CRAFT AND STRUCTURE                           |   |
| RL.6.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.   |
| RL.6.5  | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.   |
| RL.6.6  | Explain how an author develops the point of view of the narrator or speaker in a text.  |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |   |
| RL.6.7  | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |
| RL.6.8  | Not applicable to literature  |
| RL.6.9  | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.   |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |   |
| RL.6.10                                       | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |

| READING INFORMATIONAL TEXT                    |   |
|---|---|
| IDENTIFIER<br>▼                               | STANDARD<br>▼   |
| KEY IDEAS AND DETAILS                         |   |
| RI.6.1  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| RI.6.2  | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.             |
| RI.6.3  | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                            |
| CRAFT AND STRUCTURE                           |   |
| RI.6.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.   |
| RI.6.5  | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.                  |
| RI.6.6  | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |   |
| RI.6.7  | Integrate information presented in different media or formats (e.g., visually, quantitative) as well as in words to develop a coherent understanding of a topic or issue.     |
| RI.6.8  | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.                     |
| RI.6.9  | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).                                 |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |   |
| RI.6.10                                       | By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

# WRITING

IDENTIFIER  
▼STANDARD  
▼

## TEXT TYPES AND PURPOSES

W.6.1

- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s) and organize the reasons and evidence clearly.
  - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the argument presented.

W.6.2

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to clarify the relationship among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3

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

## PRODUCTION AND DISTRIBUTION OF WRITING

W.6.4

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).



|  |  |
|--|--|
| W.6.5  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grade 6).   |
| W.6.6  | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.   |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |  |
| W.6.7  | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  |
| W.6.8  | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  |
| W.6.9  | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply Grade 6 Reading Standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.”).</li> <li>b. Apply Grade 6 Reading Standards to literary nonfiction and/or information texts (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</li> </ul> |
| <b>RANGE OF WRITING</b>                        |  |
| W.6.10   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  |

## SPEAKING AND LISTENING

| IDENTIFIER<br>▼                            | STANDARD<br>▼   |
|--|---|
| <b>COMPREHENSION AND COLLABORATION</b>     |   |
| SL.6.1                                     | <p>Engage effectively in a range of collaborative conversations (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol> |
| SL.6.2                                     | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  |
| SL.6.3                                     | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> |   |
| SL.6.4                                     | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.   |
| SL.6.5                                     | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.   |
| SL.6.6                                     | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language Standards 1 and 3 for specific expectations.)   |

| LANGUAGE                        |  |
|---------------------------------|--|
| IDENTIFIER<br>▼                 | STANDARD<br>▼  |
| CONVENTIONS OF STANDARD ENGLISH |  |
| L.6.1                           | <p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <ol style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>Use intensive pronouns (e.g., myself, ourselves).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person. *</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). *</li> <li>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. *</li> </ol>                                     |
| L.6.2                           | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. *</li> <li>Spell correctly.</li> </ol>  |
| KNOWLEDGE OF LANGUAGE           |  |
| L.6.3                           | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Vary sentence patterns for meaning, reader/listener interest, and style. *</li> <li>Maintain consistency in style and tone. *</li> </ol>  |
| VOCABULARY ACQUISITION AND USE  |  |
| L.6.4                           | <p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.</li> </ol> |

|       |  |
|-------|--|
| L.6.5 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"><li>a. Interpret figures of speech (e.g., personification) in context.</li><li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li><li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</li></ul> |
| L.6.6 | <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>  |

\* Denotes skills and understandings that are particularly likely to require continued attention in higher grades are they are applied to increasingly sophisticated writing and speaking.

# GRADE 7

The following standards offer a focus for instruction and help ensure that students gain adequate mastery of a range of skills and applications, as well as exposure to a range of texts and tasks throughout the year. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Beginning in grade 4, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

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

For further information, including guides to navigate the standards and links to other resources, visit the English Language Arts page at [mdek12.org/secondaryeducation/englishlanguage/](http://mdek12.org/secondaryeducation/englishlanguage/)

| READING LITERATURE                            |  |
|---|--|
| IDENTIFIER<br>▼                               | STANDARD<br>▼  |
| KEY IDEAS AND DETAILS                         |  |
| RL.7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| RL.7.2  | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. |
| RL.7.3  | Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).   |
| CRAFT AND STRUCTURE                           |  |
| RL.7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice (e.g., alliteration) on meaning and tone.   |
| RL.7.5  | Analyze how a literary text's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  |
| RL.7.6  | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |  |
| RL.7.7  | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).                |
| RL.7.8  | Not applicable to literature   |
| RL.7.9  | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.   |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |  |
| RL.7.10                                       | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.   |

| READING INFORMATIONAL TEXT                    |  |
|---|--|
| IDENTIFIER<br>▼                               | STANDARD<br>▼  |
| KEY IDEAS AND DETAILS                         |  |
| RI.7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| RI.7.2  | Determine a central idea of a text and analyze in detail its development over the course of the text, including how it merges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. |
| RI.7.3  | Analyze the interactions between individual, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  |
| CRAFT AND STRUCTURE                           |  |
| RI.7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  |
| RI.7.5  | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.   |
| RI.7.6  | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of the others.   |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |  |
| RI.7.7  | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).                                      |
| RI.7.8  | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.   |
| RI.7.9  | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.   |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |  |
| RI.7.10                                       | By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |

## WRITING

IDENTIFIER  
▼STANDARD  
▼

## TEXT TYPES AND PURPOSES

W.7.1

- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s) and organize the reasons and evidence clearly.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to clarify the relationship among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the information or explanation presented.

W.7.3

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and reflects on the narrated experiences or events.



**PRODUCTION AND DISTRIBUTION OF WRITING**

|       |  |
|-------|--|
| W.7.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).   |
| W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grade 7). |
| W.7.6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.   |

**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

|       |   |
|-------|---|
| W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.   |
| W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.   |
| W.7.9 | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply Grade 7 Reading Standards to literary texts (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</li> <li>b. Apply Grade 7 Reading Standards to literary nonfiction and/or information texts (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</li> </ul> |

**RANGE OF WRITING**

|        |   |
|--------|---|
| W.7.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|--------|---|

## SPEAKING AND LISTENING

| IDENTIFIER<br>▼                            | STANDARD<br>▼  |
|--|--|
| <b>COMPREHENSION AND COLLABORATION</b>     |  |
| SL.7.1                                     | <p>Engage effectively in a range of collaborative conversations (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and things that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul> |
| SL.7.2                                     | <p>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.</p>  |
| SL.7.3                                     | <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>  |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> |  |
| SL.7.4                                     | <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, and details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>   |
| SL.7.5                                     | <p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>   |
| SL.7.6                                     | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language Standards 1 and 3 for specific expectations.)</p>   |

| LANGUAGE                        |   |
|---------------------------------|---|
| IDENTIFIER<br>▼                 | STANDARD<br>▼   |
| CONVENTIONS OF STANDARD ENGLISH |   |
| L.7.1                           | <p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>Choose among simple, compound, complex, and compound-complex sentences to signal different relationships among ideas.</li> <li>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. *</li> </ol>  |
| L.7.2                           | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</li> <li>Spell correctly.</li> </ol>  |
| KNOWLEDGE OF LANGUAGE           |   |
| L.7.3                           | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. *</li> </ol>   |
| VOCABULARY ACQUISITION AND USE  |   |
| L.7.4                           | <p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.</li> <li>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).</li> </ol> |

|       |  |
|-------|--|
| L.7.5 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"><li>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li><li>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li><li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li></ol> |
| L.7.6 | <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>  |

\* Denotes skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

# GRADE 8

The following standards offer a focus for instruction and help ensure that students gain adequate mastery of a range of skills and applications, as well as exposure to a range of texts and tasks throughout the year. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Beginning in grade 4, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

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

For further information, including guides to navigate the standards and links to other resources, visit the English Language Arts page at [mdek12.org/secondaryeducation/englishlanguage/](http://mdek12.org/secondaryeducation/englishlanguage/)

| READING LITERATURE                            |  |
|---|--|
| IDENTIFIER<br>▼                               | STANDARD<br>▼  |
| KEY IDEAS AND DETAILS                         |  |
| RL.8.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  |
| RL.8.2  | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. |
| RL.8.3  | Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.  |
| CRAFT AND STRUCTURE                           |  |
| RL.8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choices on meaning and tone, including analogies or allusions to other texts.                |
| RL.8.5  | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.   |
| RL.8.6  | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.   |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |  |
| RL.8.7  | Analyze the extent to which an adaptation of a story or drama stays faithful to or departs from the text or script, using non-text content (e.g., images, video, audio) to evaluate the choices made by the director or actors.                          |
| RL.8.8  | Not applicable to literature   |
| RL.8.9  | Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.  |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |  |
| RL.8.10                                       | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 6-8 text complexity band independently and proficiently.  |

| READING INFORMATIONAL TEXT                    |  |
|---|--|
| IDENTIFIER<br>▼                               | STANDARD<br>▼  |
| KEY IDEAS AND DETAILS                         |  |
| RI.8.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  |
| RI.8.2  | Determine a central idea of a text and analyze in detail its development over the course of the text, including how it merges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.       |
| RI.8.3  | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).   |
| CRAFT AND STRUCTURE                           |  |
| RI.8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts. |
| RI.8.5  | Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  |
| RI.8.6  | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.   |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |  |
| RI.8.7  | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.   |
| RI.8.8  | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.   |
| RI.8.9  | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.  |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |  |
| RI.8.10                                       | By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.   |

# WRITING

IDENTIFIER  
▼STANDARD  
▼

## TEXT TYPES AND PURPOSES

W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.



**PRODUCTION AND DISTRIBUTION OF WRITING**

|  |   |
|--|---|
| W.8.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).  |
| W.8.5  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grade 8).  |
| W.8.6  | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.  |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |   |
| W.8.7  | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions for multiple avenues of exploration.  |
| W.8.8  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.   |
| W.8.9  | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply Grade 8 Reading Standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</li> <li>Apply Grade 8 Reading Standards to literary nonfiction and/or informational texts (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</li> </ol> |
| <b>RANGE OF WRITING</b>                        |   |
| W.8.10   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |

## SPEAKING AND LISTENING

| IDENTIFIER<br>▼                            | STANDARD<br>▼  |
|--|--|
| <b>COMPREHENSION AND COLLABORATION</b>     |  |
| SL.8.1                                     | <p>Engage effectively in a range of collaborative conversations (one-on-one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol> |
| SL.8.2                                     | <p>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.</p>  |
| SL.8.3                                     | <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>   |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> |  |
| SL.8.4                                     | <p>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.</p>  |
| SL.8.5                                     | <p>Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>  |
| SL.8.6                                     | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language Standards 1 and 3 for specific expectations.)</p>   |

| LANGUAGE                        |  |
|---------------------------------|--|
| IDENTIFIER<br>▼                 | STANDARD<br>▼  |
| CONVENTIONS OF STANDARD ENGLISH |  |
| L.8.1                           | <p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verb voice and mood. *</li> </ol>   |
| L.8.2                           | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>Use an ellipsis to indicate an omission.</li> <li>Spell correctly.</li> </ol>  |
| KNOWLEDGE OF LANGUAGE           |  |
| L.8.3                           | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ol>  |
| VOCABULARY ACQUISITION AND USE  |  |
| L.8.4                           | <p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</li> <li>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 the precise meaning or its part of speech.</li> <li>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).</li> </ol> |

|       |   |
|-------|---|
| L.8.5 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"><li>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</li><li>b. Use the relationship between particular words to better understand each of the words.</li><li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li></ul> |
| L.8.6 | <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>   |

\* Denotes skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

# LITERACY & WRITING

## GRADES 6-8

### Reading History/Social Studies

### Reading Science and Technical Subjects

### Writing in History/Social Studies, Science, and Technical Subjects

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

# READING HISTORY/SOCIAL STUDIES

| IDENTIFIER<br>▼                                      | STANDARD<br>▼   |
|--|---|
| <b>KEY IDEAS AND DETAILS</b>                         |   |
| RH.6-8.1   | Cite specific textual evidence to support analysis of primary and secondary sources.  |
| RH.6-8.2   | Determine the central ideas or information of a primary or secondary source; provide and accurate summary of the source distinct from prior knowledge or opinions.  |
| RH.6-8.3   | Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |
| <b>CRAFT AND STRUCTURE</b>                           |   |
| RH.6-8.4   | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.                  |
| RH.6-8.5   | Describe how a text presents information (e.g., sequentially, comparatively, causally).   |
| RH.6-8.6   | Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).                    |
| <b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>            |   |
| RH.6-8.7   | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.                             |
| RH.6-8.8   | Distinguish among fact, opinion, and reasoned judgment in a text.   |
| RH.6-8.9   | Analyze the relationship between a primary and secondary source on the same topic.  |
| <b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b> |   |
| RH.6-8.10  | By the end of Grade 8, read and comprehend history/social studies texts in the Grades 6-8 text complexity band independently and proficiently.                      |

## READING SCIENCE AND TECHNICAL SUBJECTS

| IDENTIFIER<br>▼                                      | STANDARD<br>▼  |
|--|--|
| <b>KEY IDEAS AND DETAILS</b>                         |  |
| RST.6-8.1  | Cite specific textual evidence to support analysis of science and technical texts.   |
| RST.6-8.2  | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.   |
| RST.6-8.3  | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  |
| <b>CRAFT AND STRUCTURE</b>                           |  |
| RST.6-8.4  | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 6-8 texts and topics. |
| RST.6-8.5  | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.  |
| RST.6-8.6  | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.   |
| <b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>            |  |
| RST.6-8.7  | Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).      |
| RST.6-8.8  | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.  |
| RST.6-8.9  | Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.                                  |
| <b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b> |  |
| RST.6-8.10   | By the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently.  |

## WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE, & TECHNICAL SUBJECTS

| IDENTIFIER<br>▼                               | STANDARD<br>▼   |
|---|---|
| <b>TEXT TYPES AND PURPOSES</b>                |   |
| WHST.6-8.1                                    | <p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>  |
| WHST.6-8.2                                    | <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style and objective tone.</li> <li>Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol> |
| WHST.6-8.3                                    | Not Applicable  |
| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b> |   |
| WHST.6-8.4                                    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| WHST.6-8.5                                    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  |
| WHST.6-8.6                                    | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.   |



| RESEARCH TO BUILD AND PRESENT KNOWLEDGE |   |
|---|---|
| WHST.6-8.7                              | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions for multiple avenues of exploration.  |
| WHST.6-8.8                              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| WHST.6-8.9                              | Draw evidence from informational texts to support analysis, reflection, and research.   |
| RANGE OF WRITING                        |   |
| WHST.6-8.10                             | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |

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

2025

# MS CCRS

## ENGLISH LANGUAGE ARTS



► GRADES 9-12

# ENGLISH I

The following standards offer a focus for instruction and help ensure that students gain adequate mastery of a range of skills and applications, as well as exposure to a range of texts and tasks throughout the year. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Beginning in grade 4, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

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

For further information, including guides to navigate the standards and links to other resources, visit the English Language Arts page at [mdek12.org/secondaryeducation/englishlanguage/](http://mdek12.org/secondaryeducation/englishlanguage/)

| READING LITERATURE                            |   |
|---|---|
| IDENTIFIER<br>▼                               | STANDARD<br>▼   |
| KEY IDEAS AND DETAILS                         |   |
| RL.9.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| RL.9.2  | Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis. |
| RL.9.3  | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.  |
| CRAFT AND STRUCTURE                           |   |
| RL.9.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).                       |
| RL.9.5  | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.   |
| RL.9.6  | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |   |
| RL.9.7  | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).   |
| RL.9.8  | Not applicable to literature  |
| RL.9.9  | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).   |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |   |
| RL.9.10                                       | By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.   |

| READING INFORMATIONAL TEXT                    |  |
|---|--|
| IDENTIFIER<br>▼                               | STANDARD<br>▼  |
| KEY IDEAS AND DETAILS                         |  |
| RI.9.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| RI.9.2  | Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.        |
| RI.9.3  | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.   |
| CRAFT AND STRUCTURE                           |  |
| RI.9.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| RI.9.5  | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  |
| RI.9.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.   |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |  |
| RI.9.7  | Analyze various accounts of a subject told in different mediums (e.g. a person's life story in both print and multimedia), determining which details are emphasized in each account.   |
| RI.9.8  | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.   |
| RI.9.9  | Analyze seminal U.S. documents of historical and literary significance (e.g. Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.                       |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |  |
| RI.9.10                                       | By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |

# WRITING

| IDENTIFIER<br>▼         | STANDARD<br>▼   |
|-------------------------|---|
| TEXT TYPES AND PURPOSES |   |
| W.9.1                   | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>  |
| W.9.2                   | <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>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.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol> |
| W.9.3                   | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> </ol>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>   |
| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b>  |  |
| W.9.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).   |
| W.9.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grades 9-10).  |
| W.9.6  | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.   |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |  |
| W.9.7  | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| W.9.8  | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  |
| W.9.9  | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li> <li>b. Apply grades 9–10 Reading standards to literary nonfiction and/or informational texts (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</li> </ul> |
| <b>RANGE OF WRITING</b>                        |  |
| W.9.10   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |

## SPEAKING AND LISTENING

| IDENTIFIER<br>▼                            | STANDARD<br>▼   |
|--|---|
| <b>COMPREHENSION AND COLLABORATION</b>     |   |
| SL.9.1                                     | <p>Initiate and participate effectively in a range of collaborative conversations (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.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>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.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>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.</li> </ul> |
| SL.9.2                                     | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  |
| SL.9.3                                     | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.   |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> |   |
| SL.9.4                                     | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.   |
| SL.9.5                                     | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.   |
| SL.9.6                                     | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grades 9–10 Language standards 1 and 3 for specific expectations.)   |



| LANGUAGE                        |  |
|---------------------------------|--|
| IDENTIFIER<br>▼                 | STANDARD<br>▼  |
| CONVENTIONS OF STANDARD ENGLISH |  |
| L.9.1                           | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.*</li> <li>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.</li> </ol>   |
| L.9.2                           | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>   |
| KNOWLEDGE OF LANGUAGE           |  |
| L.9.3                           | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</li> </ol>  |
| VOCABULARY ACQUISITION AND USE  |  |
| L.9.4                           | <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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.</li> <li>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).</li> </ol> |

|       |  |
|-------|--|
| L.9.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"><li>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li><li>b. Analyze nuances in the meaning of words with similar denotations.</li></ul> |
| L.9.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.              |

\* Denotes skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

# ENGLISH II

The following standards offer a focus for instruction and help ensure that students gain adequate mastery of a range of skills and applications, as well as exposure to a range of texts and tasks throughout the year. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Beginning in grade 4, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

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

For further information, including guides to navigate the standards and links to other resources, visit the English Language Arts page at [mdek12.org/secondaryeducation/englishlanguage/](http://mdek12.org/secondaryeducation/englishlanguage/)

| READING LITERATURE                            |   |
|---|---|
| IDENTIFIER<br>▼                               | STANDARD<br>▼   |
| KEY IDEAS AND DETAILS                         |   |
| RL.10.1                                       | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| RL.10.2                                       | Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis. |
| RL.10.3                                       | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.  |
| CRAFT AND STRUCTURE                           |   |
| RL.10.4                                       | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of a specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).            |
| RL.10.5                                       | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.   |
| RL.10.6                                       | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |   |
| RL.10.7                                       | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).   |
| RL.10.8                                       | Not applicable to literature  |
| RL.10.9                                       | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).   |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |   |
| RL.10.10                                      | By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.   |

| READING INFORMATIONAL TEXT                    |  |
|---|--|
| IDENTIFIER<br>▼                               | STANDARD<br>▼  |
| KEY IDEAS AND DETAILS                         |  |
| RI.10.1                                       | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| RI.10.2                                       | Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.        |
| RI.10.3                                       | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.   |
| CRAFT AND STRUCTURE                           |  |
| RI.10.4                                       | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| RI.10.5                                       | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  |
| RI.10.6                                       | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.   |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |  |
| RI.10.7                                       | Analyze various accounts of a subject told in different mediums (e.g. a person's life story in both print and multimedia), determining which details are emphasized in each account.   |
| RI.10.8                                       | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.   |
| RI.10.9                                       | Analyze seminal U.S. documents of historical and literary significance (e.g. Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.                       |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |  |
| RI.10.10                                      | By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.  |

# WRITING

| IDENTIFIER<br>▼         | STANDARD<br>▼   |
|-------------------------|---|
| TEXT TYPES AND PURPOSES |   |
| W.10.1                  | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>  |
| W.10.2                  | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>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.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol> |
| W.10.3                  | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> </ol>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>   |
| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b>  |  |
| W.10.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).   |
| W.10.5   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grades 9-10).  |
| W.10.6   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.   |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |  |
| W.10.7   | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| W.10.8   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  |
| W.10.9   | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li> <li>b. Apply grades 9–10 Reading standards to literary nonfiction and/or informational texts (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</li> </ul> |
| <b>RANGE OF WRITING</b>                        |  |
| W.10.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |

## SPEAKING AND LISTENING

| IDENTIFIER<br>▼                            | STANDARD<br>▼  |
|--|--|
| <b>COMPREHENSION AND COLLABORATION</b>     |  |
| SL.10.1                                    | <p>Initiate and participate effectively in a range of collaborative conversations (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.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts or other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>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.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>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.</li> </ol> |
| SL.10.2                                    | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>  |
| SL.10.3                                    | <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>   |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> |  |
| SL.10.4                                    | <p>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.</p>   |
| SL.10.5                                    | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>   |
| SL.10.6                                    | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grades 9–10 Language standards 1 and 3 for specific expectations.)</p>   |



| LANGUAGE                        |  |
|---------------------------------|--|
| IDENTIFIER<br>▼                 | STANDARD<br>▼  |
| CONVENTIONS OF STANDARD ENGLISH |  |
| L.10.1                          | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.*</li> <li>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.</li> </ol>   |
| L.10.2                          | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>   |
| KNOWLEDGE OF LANGUAGE           |  |
| L.10.3                          | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</li> </ol>  |
| VOCABULARY ACQUISITION AND USE  |  |
| L.10.4                          | <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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.</li> <li>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).</li> </ol> |

|        |  |
|--------|--|
| L.10.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"><li>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li><li>b. Analyze nuances in the meaning of words with similar denotations.</li></ul> |
| L.10.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.              |

\* Denotes skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

# LITERACY & WRITING

## GRADES 9-10

### Reading History/Social Studies

### Reading Science and Technical Subjects

### Writing in History/Social Studies, Science, and Technical Subjects

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

# READING HISTORY/SOCIAL STUDIES

| IDENTIFIER<br>▼                                      | STANDARD<br>▼  |
|--|--|
| <b>KEY IDEAS AND DETAILS</b>                         |  |
| RH.9-10.1  | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.                       |
| RH.9-10.2  | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.         |
| RH.9-10.3  | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  |
| <b>CRAFT AND STRUCTURE</b>                           |  |
| RH.9-10.4  | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.         |
| RH.9-10.5  | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.   |
| RH.9-10.6  | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| <b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>            |  |
| RH.9-10.7  | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.   |
| RH.9-10.8  | Assess the extent to which the reasoning and evidence in a text support the author's claims.   |
| RH.9-10.9  | Compare and contrast treatments of the same topic in several primary and secondary sources.  |
| <b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b> |  |
| RH.9-10.10   | By the end of Grade 10, read and comprehend history/social studies texts in the Grades 9-10 text complexity band independently and proficiently.                                 |

## READING SCIENCE AND TECHNICAL SUBJECTS

| IDENTIFIER<br>▼                                      | STANDARD<br>▼  |
|--|--|
| <b>KEY IDEAS AND DETAILS</b>                         |  |
| RST.9-10.1   | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.   |
| RST. 9-10.2  | Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.                                   |
| RST. 9-10.3  | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.                                  |
| <b>CRAFT AND STRUCTURE</b>                           |  |
| RST. 9-10.4  | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 9-10 texts and topics.                        |
| RST. 9-10.5  | Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).  |
| RST. 9-10.6  | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.  |
| <b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>            |  |
| RST. 9-10.7  | Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. |
| RST. 9-10.8  | Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.  |
| RST. 9-10.9  | Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.                       |
| <b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b> |  |
| RST. 9-10.10   | By the end of Grade 10, read and comprehend science/technical texts in the Grades 9-10 text complexity band independently and proficiently.  |

## WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE, & TECHNICAL SUBJECTS

| IDENTIFIER<br>▼                               | STANDARD<br>▼  |
|---|--|
| <b>TEXT TYPES AND PURPOSES</b>                |  |
| WHST.9-10.1                                   | <p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>  |
| WHST.9-10.2                                   | <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>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.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol> |
| WHST.9-10.3                                   | Not Applicable   |
| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b> |  |
| WHST.9-10.4                                   | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>  |

|  |   |
|--|---|
| WHST.9-10.5                                    | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.   |
| WHST.9-10.6                                    | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |   |
| WHST.9-10.7                                    | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| WHST.9-10.8                                    | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| WHST.9-10.9                                    | Draw evidence from informational texts to support analysis, reflection, and research.   |
| <b>RANGE OF WRITING</b>                        |   |
| WHST.9-10.10                                   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |

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

# ENGLISH III

The following standards offer a focus for instruction and help ensure that students gain adequate mastery of a range of skills and applications, as well as exposure to a range of texts and tasks throughout the year. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Beginning in grade 4, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

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

For further information, including guides to navigate the standards and links to other resources, visit the English Language Arts page at [mdek12.org/secondaryeducation/englishlanguage/](http://mdek12.org/secondaryeducation/englishlanguage/)



| READING LITERATURE                            |   |
|---|---|
| IDENTIFIER<br>▼                               | STANDARD<br>▼   |
| KEY IDEAS AND DETAILS                         |   |
| RL.11.1                                       | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  |
| RL.11.2                                       | Determine the themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis.  |
| RL.11.3                                       | Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  |
| CRAFT AND STRUCTURE                           |   |
| RL.11.4                                       | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| RL.11.5                                       | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.   |
| RL.11.6                                       | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).   |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |   |
| RL.11.7                                       | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)  |
| RL.11.8                                       | Not applicable to literature  |
| RL.11.9                                       | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.   |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |   |
| RL.11.10                                      | By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.   |

| READING INFORMATIONAL TEXT         |  |
|------------------------------------|--|
| IDENTIFIER<br>▼                    | STANDARD<br>▼  |
| KEY IDEAS AND DETAILS              |  |
| RI.11.1                            | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.   |
| RI.11.2                            | Determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.   |
| RI.11.3                            | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  |
| CRAFT AND STRUCTURE                |  |
| RI.11.4                            | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  |
| RI.11.5                            | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.   |
| RI.11.6                            | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  |
| INTEGRATION OF KNOWLEDGE AND IDEAS |  |
| RI.11.7                            | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.  |
| RI.11.8                            | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g. The Federalist, presidential addresses). <sup>^</sup>   |
| RI.11.9                            | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address. |

<sup>^</sup> The discussion of U.S. historical documents can be applied in context to a more global perspective.

**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

RI.11.10

By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# WRITING

| IDENTIFIER<br>▼         | STANDARD<br>▼   |
|-------------------------|---|
| TEXT TYPES AND PURPOSES |   |
| W.11.1                  | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>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 and concerns.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>   |
| W.11.2                  | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol> |

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| W.11.3   | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> |
| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b>  |  |
| W.11.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).   |
| W.11.5   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grades 11-12).  |
| W.11.6   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.   |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |  |
| W.11.7   | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| W.11.8   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and weaknesses of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and following a standard format for citation.   |

|                         |   |
|-------------------------|---|
| W.11.9                  | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"><li>Apply Grades 11-12 Reading standards to literature (e.g., “demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li><li>Apply Grades 11-12 Reading standards to literary nonfiction and/or informational texts (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li></ol> |
| <b>RANGE OF WRITING</b> |   |
| W.11.10                 | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>  |

## SPEAKING AND LISTENING

| IDENTIFIER<br>▼                            | STANDARD<br>▼   |
|--|---|
| <b>COMPREHENSION AND COLLABORATION</b>     |   |
| SL.11.1                                    | <p>Initiate and participate effectively in a range of collaborative conversations (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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul> |
| SL.11.2                                    | <p>Integrate multiple sources of information presented in diverse media or formats (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.</p>   |
| SL.11.3                                    | <p>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.</p>  |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> |   |
| SL.11.4                                    | <p>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.</p>  |
| SL.11.5                                    | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>  |
| SL.11.6                                    | <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grades 11-12 Language standards 1 and 3 for specific expectations.)</p>   |

| LANGUAGE                        |  |
|---------------------------------|--|
| IDENTIFIER<br>▼                 | STANDARD<br>▼  |
| CONVENTIONS OF STANDARD ENGLISH |  |
| L.11.1                          | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</li> </ol>  |
| L.11.2                          | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>   |
| KNOWLEDGE OF LANGUAGE           |  |
| L.11.3                          | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose or meaning of the text.</li> </ol>  |
| VOCABULARY ACQUISITION AND USE  |  |
| L.11.4                          | <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol> |



|        |   |
|--------|---|
| L.11.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"><li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li><li>b. Analyze nuances in the meaning of words with similar denotations.</li></ul> |
| L.11.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.             |

\* Denotes skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

# ENGLISH IV

The following standards offer a focus for instruction and help ensure that students gain adequate mastery of a range of skills and applications, as well as exposure to a range of texts and tasks throughout the year. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Beginning in grade 4, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

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

For further information, including guides to navigate the standards and links to other resources, visit the English Language Arts page at [mdek12.org/secondaryeducation/englishlanguage/](http://mdek12.org/secondaryeducation/englishlanguage/)

| READING LITERATURE                            |   |
|---|---|
| IDENTIFIER<br>▼                               | STANDARD<br>▼   |
| KEY IDEAS AND DETAILS                         |   |
| RL.12.1                                       | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  |
| RL.12.2                                       | Determine the themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis.  |
| RL.12.3                                       | Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  |
| CRAFT AND STRUCTURE                           |   |
| RL.12.4                                       | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| RL.12.5                                       | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.   |
| RL.12.6                                       | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).   |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |   |
| RL.12.7                                       | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)  |
| RL.12.8                                       | Not applicable to literature  |
| RL.12.9                                       | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. ‡   |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |   |
| RL.12.10                                      | By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-12 text complexity band independently and proficiently.  |

‡ In English IV, this study may be expanded to include the literature of other cultures during the same time period.

| READING INFORMATIONAL TEXT         |  |
|------------------------------------|--|
| IDENTIFIER<br>▼                    | STANDARD<br>▼  |
| KEY IDEAS AND DETAILS              |  |
| RI.12.1                            | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.   |
| RI.12.2                            | Determine two or more central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.   |
| RI.12.3                            | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  |
| CRAFT AND STRUCTURE                |  |
| RI.12.4                            | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  |
| RI.12.5                            | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.   |
| RI.12.6                            | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  |
| INTEGRATION OF KNOWLEDGE AND IDEAS |  |
| RI.12.7                            | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.  |
| RI.12.8                            | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g. The Federalist, presidential addresses). <sup>^</sup>   |
| RI.12.9                            | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address. |

<sup>^</sup> The discussion of U.S. historical documents can be applied in context to a more global perspective.

**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

RI.12.10

By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-12 text complexity band independently and proficiently.

# WRITING

IDENTIFIER  
▼STANDARD  
▼

## TEXT TYPES AND PURPOSES

W.12.1

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

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

W.12.2

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

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

|  |  |
|--|--|
| W.12.3   | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> |
| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b>  |  |
| W.12.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).   |
| W.12.5   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grades 11-12).  |
| W.12.6   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.   |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |  |
| W.12.7   | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| W.12.8   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and weaknesses of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  |

|                         |   |
|-------------------------|---|
| W.12.9                  | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"><li>a. Apply Grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li><li>b. Apply Grades 11-12 Reading standards to literary nonfiction and/or informational texts (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li></ul> |
| <b>RANGE OF WRITING</b> |   |
| W.12.10                 | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>  |



## SPEAKING AND LISTENING

| IDENTIFIER<br>▼                            | STANDARD<br>▼   |
|--|---|
| <b>COMPREHENSION AND COLLABORATION</b>     |   |
| SL.12.1                                    | <p>Initiate and participate effectively in a range of collaborative conversations (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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul> |
| SL.12.2                                    | <p>Integrate multiple sources of information presented in diverse media or formats (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.</p>   |
| SL.12.3                                    | <p>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.</p>  |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> |   |
| SL.12.4                                    | <p>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.</p>  |
| SL.12.5                                    | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>  |
| SL.12.6                                    | <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grades 11-12 Language standards 1 and 3 for specific expectations.)</p>   |

| LANGUAGE                        |  |
|---------------------------------|--|
| IDENTIFIER<br>▼                 | STANDARD<br>▼  |
| CONVENTIONS OF STANDARD ENGLISH |  |
| L.12.1                          | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</li> </ol>  |
| L.12.2                          | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>   |
| KNOWLEDGE OF LANGUAGE           |  |
| L.12.3                          | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose or meaning of the text.</li> </ol>  |
| VOCABULARY ACQUISITION AND USE  |  |
| L.12.4                          | <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol> |

|        |   |
|--------|---|
| L.12.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"><li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li><li>b. Analyze nuances in the meaning of words with similar denotations.</li></ul> |
| L.12.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.             |

\* Denotes skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

# LITERACY & WRITING

## GRADES 11-12

### Reading History/Social Studies

### Reading Science and Technical Subjects

### Writing in History/Social Studies, Science, and Technical Subjects

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

# READING HISTORY/SOCIAL STUDIES

IDENTIFIER  
▼STANDARD  
▼

## KEY IDEAS AND DETAILS

RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

## CRAFT AND STRUCTURE

RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6

Evaluate author's differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

## INTEGRATION OF KNOWLEDGE AND IDEAS

RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RH.11-12.10

By the end of Grade 12, read and comprehend history/social studies texts in the Grades 11-12 text complexity band independently and proficiently.

## READING SCIENCE AND TECHNICAL SUBJECTS

| IDENTIFIER<br>▼                                      | STANDARD<br>▼   |
|--|---|
| <b>KEY IDEAS AND DETAILS</b>                         |   |
| RST.11-12.1  | Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.                  |
| RST.11-12.2  | Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.                   |
| RST.11-12.3  | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.           |
| <b>CRAFT AND STRUCTURE</b>                           |   |
| RST.11-12.4  | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 11-12 texts and topics.          |
| RST.11-12.5  | Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.   |
| RST.11-12.6  | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unsolved.                                 |
| <b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>            |   |
| RST.11-12.7  | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.               |
| RST.11-12.8  | Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.   |
| RST.11-12.9  | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| <b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b> |   |
| RST.11-12.10   | By the end of Grade 12, read and comprehend science/technical texts in the Grades 11-12 text complexity band independently and proficiently.  |

## WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE, & TECHNICAL SUBJECTS

| IDENTIFIER<br>▼                | STANDARD<br>▼  |
|--------------------------------|--|
| <b>TEXT TYPES AND PURPOSES</b> |  |
| WHST.11-12.1                   | <p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>  |
| WHST.11-12.2                   | <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>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.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>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).</li> </ol> |
| WHST.11-12.3                   | Not Applicable   |

| PRODUCTION AND DISTRIBUTION OF WRITING  |   |
|---|---|
| WHST.11-12.4                            | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| WHST.11-12.5                            | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| WHST.11-12.6                            | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  |
| RESEARCH TO BUILD AND PRESENT KNOWLEDGE |   |
| WHST.11-12.7                            | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| WHST.11-12.8                            | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| WHST.11-12.9                            | Draw evidence from informational texts to support analysis, reflection, and research.   |
| RANGE OF WRITING                        |   |
| WHST.11-12.10                           | Write routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |

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



2025

# MS CCRS

## ENGLISH LANGUAGE ARTS



► **SECONDARY ELECTIVES &  
SUPPLEMENTAL COURSES**

# ELA ELECTIVES

## CREATIVE WRITING

Grades 9-12

1 English Credit

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

| WRITING  |  |
|--|--|
| IDENTIFIER<br>▼                                | STANDARD<br>▼  |
| <b>TEXT TYPES AND PURPOSES</b>                 |  |
| W.11-12.3                                      | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> |
| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b>  |  |
| W.11-12.4                                      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).   |
| W.11-12.5                                      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grades 11-12).  |
| W.11-12.6                                      | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.   |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |  |
| W.11-12.7                                      | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| W.11-12.8                                      | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and weaknesses of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  |

|                  |  |
|------------------|--|
| W.11-12.9        | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply Grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> |
| RANGE OF WRITING |  |
| W.11-12.10       | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>   |

| LANGUAGE                        |  |
|---------------------------------|--|
| IDENTIFIER<br>▼                 | STANDARD<br>▼  |
| CONVENTIONS OF STANDARD ENGLISH |  |
| L.11-12.1                       | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</li> </ol>  |
| L.11-12.2                       | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>   |
| KNOWLEDGE OF LANGUAGE           |  |
| L.11-12.3                       | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>   |
| VOCABULARY ACQUISITION AND USE  |  |
| L.11-12.4                       | <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol> |
| L.11-12.5                       | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>  |

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

# ELA ELECTIVES

## DEBATE

Grades 9-12

.5 or 1 English Credit

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

## WRITING

IDENTIFIER  
▼STANDARD  
▼

## TEXT TYPES AND PURPOSES

W.11-12.1

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

- a. Introduce precise, knowledgeable claim(s), establish the significance of the 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 and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2

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

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).



**PRODUCTION AND DISTRIBUTION OF WRITING**

|           |   |
|-----------|---|
| W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).  |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grades 11-12). |
| W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  |

**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

|           |   |
|-----------|---|
| W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and weaknesses of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.   |
| W.11-12.9 | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply Grades 11-12 Reading standards to literary nonfiction and/or informational texts (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> |

**RANGE OF WRITING**

|            |   |
|------------|---|
| W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|------------|---|

## SPEAKING AND LISTENING

IDENTIFIER  
▼STANDARD  
▼

## COMPREHENSION AND COLLABORATION

SL.11-12.1

Initiate and participate effectively in a range of collaborative conversations (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.

- 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.
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 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.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

## PRESENTATION OF KNOWLEDGE AND IDEAS

SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grades 11-12 Language standards 1 and 3 for specific expectations.)

| LANGUAGE                        |  |
|---------------------------------|--|
| IDENTIFIER<br>▼                 | STANDARD<br>▼  |
| CONVENTIONS OF STANDARD ENGLISH |  |
| L.11-12.1                       | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</li> </ol>  |
| L.11-12.2                       | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>   |
| KNOWLEDGE OF LANGUAGE           |  |
| L.11-12.3                       | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose or meaning of the text.</li> </ol>  |
| VOCABULARY ACQUISITION AND USE  |  |
| L.11-12.4                       | <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol> |

|           |  |
|-----------|--|
| L.11-12.5 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"><li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li><li>Analyze nuances in the meaning of words with similar denotations.</li></ol> |
| L.11-12.6 | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>       |

# ELA ELECTIVES

## FOUNDATIONS OF JOURNALISM

Grades 9-12

.5 or 1 English Credit

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

| JOURNALISM                |  |
|---------------------------|--|
| IDENTIFIER<br>▼           | STANDARD<br>▼  |
| FOUNDATIONS OF JOURNALISM |  |
| 1                         | <p>Develop an awareness of the history and role of journalism in Mississippi and in American society.</p> <ol style="list-style-type: none"> <li>Trace the historical development of media through American history, including but not limited to the following events/periods. <ul style="list-style-type: none"> <li>First newspaper in America</li> <li>The Civil War and the rise of the telegraph</li> <li>Yellow Journalism</li> <li>Orson Welles and the power of radio</li> <li>Kennedy/Nixon debate and the power of television</li> <li>Cable News Network (CNN) starts 24-hour news cycle</li> <li>Newspapers start websites and the rise of bloggers</li> <li>Facebook, Twitter, and the social media revolution</li> </ul> </li> <li>Identify famous Mississippi journalists/newspapers and their historical significance.</li> <li>Identify careers related to the field of journalism and new media.</li> </ol>   |
| 2                         | <p>Develop skills in gathering and evaluating information.</p> <ol style="list-style-type: none"> <li>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)</li> <li>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11-12.2)</li> <li>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9-10.2)</li> <li>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (RI.9-10.7)</li> <li>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)</li> <li>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)</li> <li>Develop techniques in interviewing and note-taking, and interview sources from a list of developed questions.</li> <li>Develop techniques in researching and gathering background information for written reports.</li> </ol> |

3

Develop journalistic writing skills.

- a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.9-10.1)
- b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (W.9-10.1a)
- c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (W.9-10.1b)
- d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (W.9-10.1c)
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.1d)
- f. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.9-10.2)
- g. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9-10.2a)
- h. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2b)
- i. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2c)
- j. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.12d)
- k. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.2e)
- l. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)
- m. Identify news, elements of news, and news sources.
- n. Present facts without editorializing.
- o. Write stories with effective leads.
- p. Write stories that answer who, what, when, where, why, and how of a topic, using the basic inverted-pyramid structure of a news story.
- q. Recognize and develop categories of specialized writing including opinion, features, sports, blog posts, captions, broadcast reports, headlines, and yearbook.
- r. Use copy symbols and stylebook to proofread/copyedit writing for errors in content, organization, grammar, and accuracy.

|   |  |
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| 4 | <p>Identify the legal and ethical principles associated with practicing media.</p> <ul style="list-style-type: none"> <li>a. Examine the Society of Professional Journalists' Code of Ethics.</li> <li>b. Identify court decisions and understand how they are relevant to student media, including but not limited to <i>Tinker vs. Des Moines School District (1969)</i> and <i>Hazelwood School District vs. Kuhlmeier (1988)</i>.</li> <li>c. Understand the legal parameters of libel, slander, and copyright law.</li> </ul> |
| 5 | <p>Demonstrate use of video, photography, and design in media.</p> <ul style="list-style-type: none"> <li>a. Understand basic rules of layout and page design, including typography.</li> <li>b. Develop skills in photo journalism.</li> <li>c. Explore the basics of filming and video editing for journalism.</li> </ul>  |
| 6 | <p>Demonstrate digital publishing and linking.</p> <ul style="list-style-type: none"> <li>a. Examine the ways that online content differs from print content.</li> <li>b. Publish stories in a digital format, such as blog.</li> <li>c. Insert links into online stories that add context or depth to coverage.</li> </ul>  |
| 7 | <p>Demonstrate the role of advertising.</p> <ul style="list-style-type: none"> <li>a. Understand the role of advertising in the communications media.</li> <li>b. Understand professional techniques in writing and designing advertisements.</li> <li>c. Produce sample advertisements for local businesses.</li> </ul>   |



# ELA ELECTIVES

## BROADCAST JOURNALISM

Grades 9-12

.5 or 1 English Credit

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

**Foundations of Journalism is a prerequisite for this class.**

| JOURNALISM           |  |
|----------------------|--|
| IDENTIFIER<br>▼      | STANDARD<br>▼  |
| BROADCAST JOURNALISM |  |
| 1                    | <p>Work individually and as a member of a team to produce original video/radio shows for school/community.</p> <ol style="list-style-type: none"> <li>Establish production parameters/vision and organize a plan for deadlines, division of labor, etc.</li> <li>Understand concepts of basic set design for a small studio news show.</li> <li>Assume a given role, such as reporter/writer, videographer, director/editor, producer, etc.</li> <li>Brainstorm ideas for coverage based on news value and assign projects accordingly.</li> <li>Deliver news show to students/community.</li> </ol>   |
| 2                    | <p>Plan and produce factual and informative audio/video packages for broadcast.</p> <ol style="list-style-type: none"> <li>Brainstorm, research, and storyboard packages before filming/writing.</li> <li>Film on-camera interviews and B-roll that capture all angles of a story.</li> <li>Use a combination of standard camera shots (close-up, medium, wide, establishing, cut-in, cut-away, etc.)</li> <li>Edit raw footage and audio into a meaningful sequence of events that complements a spoken, non-biased narration.</li> <li>Compose graphics and special effects that enhance (not distract from) reporting.</li> </ol>   |
| 3                    | <p>Write quality, informative scripts for broadcasts and packages.</p> <ol style="list-style-type: none"> <li>Distinguish between newspaper/magazine writing and broadcast writing (writing to be read vs. writing to be heard).</li> <li>Focus scriptwriting on informing an audience. Eliminate generalities and unnecessary words. Use short, simple, conversational narration that employs proper usage of Standard English.</li> <li>Identify people by title and full name on first reference. Use only last names in subsequent mentions.</li> <li>Speak coherently (verbally and non-verbally) and in harmony with the tone of the report, and continually refine presentation skills (voice quality, articulation, body language, and stage presence).</li> </ol> |
| 4                    | <p>Operate basic video/audio production equipment.</p> <ol style="list-style-type: none"> <li>Explain the function of each type of production equipment.</li> <li>Operate and exhibit the correct use of cameras, tripods, hand-held/lavaliere microphones, audio mixers, graphics generators, and video editing software.</li> <li>Execute basic camera movements using a tripod.</li> <li>Use the basic structure of small studio lighting.</li> <li>Use relevant broadcasting terminology and establish it as the common language of studio.</li> <li>Demonstrate the concepts of headroom, nose room, lead room, and the Rule of Thirds.</li> </ol>  |

|   |   |
|---|---|
| 5 | <p>Use industry-standard marketing techniques to sell advertisements and advance the publication's brand.</p> <ul style="list-style-type: none"><li>a. Work with local groups and businesses to design advertisements based on the customer's needs.</li><li>b. Develop a marketing campaign for publication (with both digital and print elements).</li></ul>                                      |
| 6 | <p>Engage audience through the web, social media.</p> <ul style="list-style-type: none"><li>a. Publish work to the web via streaming sites such as Vimeo, TeacherTube or YouTube, via podcast or on the school web site.</li><li>b. Engage audience through social media, including but not limited to links to student content, breaking news reports, polls, and requests for feedback.</li></ul> |
| 7 | <p>Evaluate broadcasts to determine areas for growth and improvement.</p> <ul style="list-style-type: none"><li>a. Critique works of other students.</li><li>b. Encourage other students, community members, and industry professionals to submit feedback.</li></ul>   |

# ELA ELECTIVES

## PRINT JOURNALISM

Grades 9-12

.5 or 1 English Credit

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

| JOURNALISM       |  |
|------------------|--|
| IDENTIFIER<br>▼  | STANDARD<br>▼  |
| PRINT JOURNALISM |  |
| 1                | <p>Work individually and as a member of a team to produce original student-run publications for the school/community.</p> <ol style="list-style-type: none"> <li>Establish production parameters/vision and organize a plan for deadlines, division of labor, etc.</li> <li>Assume a given role, such as reporter/writer, photographer, editor, etc.</li> <li>Identify ideas for coverage based on news value and assign work accordingly.</li> <li>Operate within parameters of standard legal and ethical practices.</li> </ol>  |
| 2                | <p>Identify local topics of student interest/concern and gather information that informs/educates the audience.</p> <ol style="list-style-type: none"> <li>Gather background information via books, reports, the web, etc.</li> <li>Formulate a list of big-idea questions that need answering and seek out human sources that can answer them.</li> <li>Interview sources using a list of pre-prepared questions; eliminating items, adding others, and asking follow-up/clarifying questions as needed.</li> </ol>   |
| 3                | <p>Demonstrate journalistic writing and editing skills through factual, non-biased coverage of events relevant to students.</p> <ol style="list-style-type: none"> <li>Structure stories as an inverted pyramid, with the major facts at the top of the story. Leads should be succinct and engaging.</li> <li>Focus writing on informing an audience. Eliminate generalities and unnecessary words. Use short, simple, conversational writing that employs proper usage of Standard English.</li> <li>Properly attribute quotes (direct and indirect) from outside sources.</li> <li>Demonstrate ability to clearly articulate opinions in staff editorials, columns, and reviews. These stories should be clearly marked as opinion/commentary.</li> <li>Use copy symbols and stylebook to proofread/copyedit writing for errors in content, organization, grammar, and accuracy.</li> </ol> |
| 4                | <p>Produce quality, consistent visual elements that advance the overall readability of the story, publication.</p> <ol style="list-style-type: none"> <li>Take quality photographs that capture the action and /or emotion of the event/topic. All photographs should be accompanied by an identifying caption.</li> <li>Develop a consistent layout/design that reflects the identify/theme of the online/print publication. This includes typography, artwork, modules, and copy.</li> </ol>   |
| 5                | <p>Use industry-standard marketing techniques to sell advertisements and the publication's brand.</p> <ol style="list-style-type: none"> <li>Work with local groups and businesses to design advertisements that meet the customer's needs.</li> <li>Develop a marketing campaign for a publication (with both digital and print elements).</li> </ol>   |

|   |  |
|---|--|
| 6 | <p>Engage audience through the web, social media.</p> <ul style="list-style-type: none"><li>a. Publish work to the web via an independent staff site (recommended) or on the school web site.</li><li>b. Engage audience through social media, including but not limited to links to student content, breaking news reports, polls, and requests for feedback.</li></ul> |
| 7 | <p>Evaluate publications to identify areas for growth and improvement.</p> <ul style="list-style-type: none"><li>a. Critique the work of other students.</li><li>b. Encourage other students, community members, and industry professionals to submit feedback.</li></ul>  |

# ELA ELECTIVES

## MISSISSIPPI WRITERS

Grades 9-12

.5 or 1 English Credit

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

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



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

# WRITING

| IDENTIFIER<br>▼         | STANDARD<br>▼   |
|-------------------------|---|
| TEXT TYPES AND PURPOSES |   |
| W.11-12.1               | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>   |
| W.11-12.2               | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol> |

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| W.11-12.3                                      | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> |
| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b>  |  |
| W.11-12.4                                      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).   |
| W.11-12.5                                      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grades 11-12).  |
| W.11-12.6                                      | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.   |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |  |
| W.11-12.7                                      | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| W.11-12.8                                      | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and weaknesses of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  |

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|-------------------------|---|
| W.11-12.9               | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"><li>a. Apply Grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li><li>b. Apply Grades 11-12 Reading standards to literary nonfiction and/or informational texts (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li></ul> |
| <b>RANGE OF WRITING</b> |   |
| W.11-12.10              | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>  |

# ELA ELECTIVES

## ORAL COMMUNICATION

Grades 9-12

.5 or 1 English Credit

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

# WRITING

| IDENTIFIER<br>▼         | STANDARD<br>▼   |
|-------------------------|---|
| TEXT TYPES AND PURPOSES |   |
| W.11-12.1               | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>   |
| W.11-12.2               | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol> |

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| W.11-12.3                                      | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> |
| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b>  |  |
| W.11-12.4                                      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).   |
| W.11-12.5                                      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grades 11-12).  |
| W.11-12.6                                      | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.   |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |  |
| W.11-12.7                                      | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| W.11-12.8                                      | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and weaknesses of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  |

|                         |   |
|-------------------------|---|
| W.11-12.9               | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"><li>Apply Grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li><li>Apply Grades 11-12 Reading standards to literary nonfiction and/or informational texts (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li></ol> |
| <b>RANGE OF WRITING</b> |   |
| W.11-12.10              | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>  |



## SPEAKING AND LISTENING

| IDENTIFIER<br>▼                            | STANDARD<br>▼   |
|--|---|
| <b>COMPREHENSION AND COLLABORATION</b>     |   |
| SL.11-12.1                                 | <p>Initiate and participate effectively in a range of collaborative conversations (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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ol> |
| SL.11-12.2                                 | <p>Integrate multiple sources of information presented in diverse media or formats (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.</p>   |
| SL.11-12.3                                 | <p>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.</p>  |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b> |   |
| SL.11-12.4                                 | <p>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.</p>  |
| SL.11-12.5                                 | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>  |
| SL.11-12.6                                 | <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grades 11-12 Language standards 1 and 3 for specific expectations.)</p>   |

# ELA ELECTIVES

## SURVEY OF AFRICAN AMERICAN WRITING

**Grades 9-12**

**.5 or 1 English Credit**

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

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

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

## WRITING

| IDENTIFIER<br>▼         | STANDARD<br>▼   |
|-------------------------|---|
| TEXT TYPES AND PURPOSES |   |
| W.11-12.1               | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>   |
| W.11-12.2               | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol> |

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| W.11-12.3                                      | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> |
| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b>  |  |
| W.11-12.4                                      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).   |
| W.11-12.5                                      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grades 11-12).  |
| W.11-12.6                                      | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.   |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |  |
| W.11-12.7                                      | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| W.11-12.8                                      | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and weaknesses of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  |

|                         |  |
|-------------------------|--|
| W.11-12.9               | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply Grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>b. Apply Grades 11-12 Reading standards to literary nonfiction and/or informational texts (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ul> |
| <b>RANGE OF WRITING</b> |  |
| W.11-12.10              | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>   |

# ELA ELECTIVES

## SURVEY OF TWENTIETH CENTURY WRITING

**Grades 9-12**

**.5 or 1 English Credit**

The Survey of Twentieth Century Writing course covers major writers and themes in the Americas and Western Europe for the period from World War I to the present time. The student will recognize major themes present in twentieth century writing and will draw parallels to history and present day concerns. As a result of this course, students will have a greater awareness of events and writings that have shaped and been part of the ideas and culture of the twentieth century.



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

| READING INFORMATIONAL TEXT                    |   |
|---|---|
| IDENTIFIER<br>▼                               | STANDARD<br>▼   |
| KEY IDEAS AND DETAILS                         |   |
| RI.11-12.1                                    | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  |
| RI.11-12.2                                    | Determine two or more central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.  |
| RI.11-12.3                                    | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.   |
| CRAFT AND STRUCTURE                           |   |
| RI.11-12.4                                    | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).                                 |
| RI.11-12.5                                    | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  |
| RI.11-12.6                                    | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.   |
| INTEGRATION OF KNOWLEDGE AND IDEAS            |   |
| RI.11-12.7                                    | Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.   |
| RI.11-12.8                                    | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g. The Federalist, presidential addresses). |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY |   |
| RI.11-12.10                                   | By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.  |

| WRITING                 |   |
|-------------------------|---|
| IDENTIFIER<br>▼         | STANDARD<br>▼   |
| TEXT TYPES AND PURPOSES |   |
| W.11-12.1               | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>   |
| W.11-12.2               | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol> |

|  |  |
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| W.11-12.3                                      | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> |
| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b>  |  |
| W.11-12.4                                      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).   |
| W.11-12.5                                      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grades 11-12).  |
| W.11-12.6                                      | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.   |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |  |
| W.11-12.7                                      | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| W.11-12.8                                      | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and weaknesses of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  |

|                         |   |
|-------------------------|---|
| W.11-12.9               | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"><li>a. Apply Grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li><li>b. Apply Grades 11-12 Reading standards to literary nonfiction and/or informational texts (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li></ul> |
| <b>RANGE OF WRITING</b> |   |
| W.11-12.10              | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>  |

# ELA ELECTIVES

## TECHNICAL AND WORKPLACE WRITING

Grades 9-12

.5 or 1 English Credit

The Technical and Workplace Writing course focuses on the various kinds of written communication currently occurring in a variety of workplaces and careers. In this course, students examine actual examples of written materials produced to communicate within the workplace as well as outside the workplace for the customer and general public. Through reviewing examples and through instruction, students will gain a sense of general principles of communication, learn how audience and purpose shape the form and content of the written piece, and discern how organization, wording, accuracy and specificity of details, typography, visuals, design, grammar, usage, and mechanics contribute to effective communication.

Students will apply what they have learned by creating a variety of kinds of written communication. Since conveying information is at the heart of much of workplace and technical writing, students will practice gathering information through research as well as communicate information through various kinds of writing.

The course should be taught so that it offers challenge. Writings should include pieces requiring more sophistication or complexity: delivering or justifying news or a stance, persuading or manipulating the reader's opinions or emotions, and explaining complex processes. Students will produce individual pieces as well as participate in group review of their writings. Through these experiences of working with others, they will practice the language skills of explaining, persuading, and negotiating, and learn the importance and effect of their words.

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

## WRITING

| IDENTIFIER<br>▼         | STANDARD<br>▼   |
|-------------------------|---|
| TEXT TYPES AND PURPOSES |   |
| W.11-12.1               | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>   |
| W.11-12.2               | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol> |



| PRODUCTION AND DISTRIBUTION OF WRITING  |   |
|---|---|
| W.11-12.4                               | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).  |
| W.11-12.5                               | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grades 11-12).   |
| W.11-12.6                               | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  |
| RESEARCH TO BUILD AND PRESENT KNOWLEDGE |   |
| W.11-12.7                               | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| W.11-12.8                               | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and weaknesses of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.   |
| W.11-12.9                               | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply Grades 11-12 Reading standards to literary nonfiction and/or informational texts (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> |
| RANGE OF WRITING                        |   |
| W.11-12.10                              | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |

| LANGUAGE                        |  |
|---------------------------------|--|
| IDENTIFIER<br>▼                 | STANDARD<br>▼  |
| CONVENTIONS OF STANDARD ENGLISH |  |
| L.11-12.1                       | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</li> </ol>  |
| L.11-12.2                       | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>   |
| KNOWLEDGE OF LANGUAGE           |  |
| L.11-12.3                       | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose or meaning of the text.</li> </ol>  |
| VOCABULARY ACQUISITION AND USE  |  |
| L.11-12.4                       | <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol> |

|           |  |
|-----------|--|
| L.11-12.5 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"><li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li><li>Analyze nuances in the meaning of words with similar denotations.</li></ol> |
| L.11-12.6 | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>       |

# ELA ELECTIVES

## WORLD LITERATURE

Grades 9-12

.5 or 1 English Credit

The World Literature course is an examination of literary works that have contributed significantly to the thinking of humankind and have contributed greatly to various cultures. In this course, students will read a variety of masterpieces and influential literary works. The course may be organized by theme, genre, or chronology. The one-semester World Literature course may focus mainly on one time period or span centuries to show the range of literary heritage, whereas the one-year course will require reading of literature from the ancient classical period to the twentieth century. In either case, the teacher will need to determine whether the course will include mainly one or two genres or cover many genres, such as plays, poetry, novels, and short stories. The teacher also has the freedom to determine the particular countries and cultures that the works will represent. In the one-semester course, however, at least one work should be chosen to represent the literature of each: (a) Classical Greece or Rome, (b) Great Britain, (c) Europe, (d) the Americas, and (e) either Asia or Africa.

# READING LITERATURE

IDENTIFIER  
▼STANDARD  
▼

## KEY IDEAS AND DETAILS

RL.9-10.1

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

RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

## CRAFT AND STRUCTURE

RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

## INTEGRATION OF KNOWLEDGE AND IDEAS

RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

## RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RL.9-10.10

By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# WRITING

IDENTIFIER  
▼STANDARD  
▼

## TEXT TYPES AND PURPOSES

W.9-10.1

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

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3

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

- 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.

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> |
| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b>  |  |
| W.9-10.4                                       | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above).   |
| W.9-10.5                                       | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grades 9-10).  |
| W.9-10.6                                       | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.   |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b> |  |
| W.9-10.7                                       | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| W.9-10.8                                       | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  |
| W.9-10.9                                       | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li> </ul>  |
| <b>RANGE OF WRITING</b>                        |  |
| W.9-10.10                                      | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |

# SREB COURSES

## SREB ESSENTIALS FOR COLLEGE LITERACY

### Grade 12

#### 1 English Credit

The Southern Region Education Board (SREB) Essentials for College Literacy Course is a one-credit course for students classified as seniors, with an ACT sub-score of **15-18** in English or Reading. An exception may be made for students classified as juniors who are planning to graduate prior to the spring of their senior year.

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

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

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

For additional information pertaining specifically to this course, see the *Essentials for College Math and Essentials for College Literacy Requirements MS State Board Policy Manual: [Rule 28.6](#)*, and the *Mississippi Institutions for Higher Learning Policy [608](#)*.



# SREB LITERACY READY

## Grade 12

### 1 English Credit

The Southern Region Education Board (SREB) Literacy Ready Course is a one-credit course for students classified as seniors, with an ACT sub-score **below 15** in English or Reading. An exception may be made for students classified as juniors who are planning to graduate prior to the spring of their senior year.

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

This course is best suited for students who are severely behind. The course is built with rigor, innovative instructional strategies, and a concentration on contextual learning that departs from procedural memorization and focuses on engaging the students in a real-world context. The course provides literacy strategies that allow students to read and comprehend all manner of texts and genres in every core discipline. In short, this course targets students with weaknesses and college-ready skill gaps and re-educate them in new ways to ensure they are prepared for postsecondary-level pursuits.

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

# SREB READY FOR HIGH SCHOOL LITERACY

## Grades 8-9

### 1 English Credit

The Southern Region Education Board (SREB) Ready for High School Literacy Course is a one-credit course for students classified as eighth or ninth graders,

The Ready for High School Literacy Course is designed to strengthen underprepared students as they enter high school, setting them on the path to success and increasing their prospects for graduation.

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas, both orally and in writing, in high school-level subjects such as English, history, and science. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses college- and career-readiness standards.

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

# ADVANCED PLACEMENT

## AP: ENGLISH LANGUAGE AND COMPOSITION

Grades 10-12

### 1 English Credit

The College Board, a national organization, sponsors this course, through which college credit may be earned if the student chooses to take and passes the AP examination and if the college in question accepts the credit.

The AP English Language and Composition course will satisfy requirements for English III.

An AP Course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

To teach this course for the first time or for information, teachers should contact their principal, guidance counselor, or AP coordinator at their school.

For more information on this course, visit <https://apcentral.collegeboard.org/courses/ap-english-language-and-composition>.

# AP: ENGLISH LITERATURE AND COMPOSITION

Grades 10-12

## 1 English Credit

The College Board, a national organization, sponsors this course, through which college credit may be earned if the student chooses to take and passes the AP examination and if the college in question accepts the credit.

The AP English Language and Composition course will satisfy requirements for English IV.

An AP Course in English Language and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepened their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

To teach this course for the first time or for information, teachers should contact their principal, guidance counselor, or AP coordinator at their school.

For more information on this course, visit <https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition>.

# DUAL CREDIT

## DUAL CREDIT COURSES

### Grades 11-12

#### 1 English Credit

The purpose of the Dual Enrollment and Dual Credit Program is to offer structured opportunities for qualified high school students to simultaneously enroll in college courses at Mississippi (public) Institutions of Higher Learning (IHLs) or Mississippi Community or Junior Colleges (CJCs) that provide pathways leading to academic or career and technical postsecondary credit. (see *Mississippi Code Title 37, § 37-15-38*)

A student enrolled in a community college or state institution of higher learning while enrolled in high school, a “dual credit student”, receives both high school and postsecondary credit for coursework regardless of the course location (high school campus, postsecondary campus, or online). One three-hour postsecondary course is equal to one high school Carnegie unit.

Dual credit courses must be credit-bearing courses at both the high school and postsecondary institution with a minimum of three (3) semester hours credit and shall be limited to the list of articulated courses found in Appendix V of the current *Procedures Manual of the State of Mississippi Dual Enrollment and Accelerated Programs* document.

For the most current guidelines for student and program eligibility for Dual Enrollment and Dual Credit programs, visit:

<https://mdek12.org/secondaryeducation/accelerated-programs/>

[http://www.mississippi.edu/cjc/dual\\_enrollment.asp](http://www.mississippi.edu/cjc/dual_enrollment.asp)

*Procedures Manual for the State of Mississippi Dual Enrollment and Accelerated Programs*

## English Language Arts Dual Credit Course Options

The following ELA courses are identified in the list of articulated courses in Appendix V of the *Procedures Manual of the State of Mississippi Dual Enrollment and Accelerated Programs (2024-2025)*. Additional courses may be available, based on local offerings. For specifics on Dual Credit and Dual Enrollment options, contact the local partnering postsecondary institution for detailed student learning outcomes and course syllabus information.

ENG 1113 – English Composition I

ENG 1113 – English Composition II

ENG 2223 – American Literature I

ENG 2233 – American Literature II

ENG 2323 – British Literature I

ENG 2333 – British Literature II

ENG 2423 – World Literature I

ENG 2433 – World Literature II

ENG 2523 – African American Literature I

SPT 1113 – Speech

# SUPPLEMENTAL ENGLISH

## SUPPLEMENTAL ENGLISH I

### .5 or 1 English Credit

This course, previously known as Compensatory English I, is for students in need of instructional support, intervention, or remediation. Students may be enrolled in the Supplemental English I course under the following stipulations:

The Supplemental course:

1. Must be taken in concert with MS CCRS English I;
2. Includes content supportive of the accompanying English I course, and;
3. May be taken as an elective, but will not satisfy the number of Carnegie units in English required for graduation.

## SUPPLEMENTAL ENGLISH II

### .5 or 1 English Credit

This course, previously known as Compensatory English II, is for students in need of instructional support, intervention, or remediation. Students may be enrolled in the Supplemental English I course under the following stipulations:

The Supplemental course:

1. Must be taken in concert with MS CCRS English II;
2. Includes content supportive of the accompanying English II course, and;
3. May be taken as an elective, but will not satisfy the number of Carnegie units in English required for graduation.

## SUPPLEMENTAL ENGLISH III

### .5 or 1 English Credit

This course, previously known as Compensatory English III, is for students in need of instructional support, intervention, or remediation. Students may be enrolled in the Supplemental English I course under the following stipulations:

The Supplemental course:

1. Must be taken in concert with MS CCRS English III;
2. Includes content supportive of the accompanying English I course or other credit bearing English course, and;
3. May be taken as an elective, but will not satisfy the number of Carnegie units in English required for graduation.

## SUPPLEMENTAL ENGLISH IV

### .5 or 1 English Credit

This course, previously known as Compensatory English IV, is for students in need of instructional support, intervention, or remediation. Students may be enrolled in the Supplemental English I course under the following stipulations:

The Supplemental course:

1. Must be taken in concert with MS CCRS English IV;
2. Includes content supportive of the accompanying English IV or other credit bearing English course, and;
3. May be taken as an elective, but will not satisfy the number of Carnegie units in English required for graduation.



2025

# MS CCRS

## ENGLISH LANGUAGE ARTS



### ► APPENDICES

# APPENDIX A

| GLOSSARY               |  |
|------------------------|--|
| TERM<br>q              | DEFINITION<br>q  |
| A                      |  |
| <b>Absolute phrase</b> | <p>A noun phrase with one modifier, often a participial phrase, following the noun headword; an absolute phrase can explain a cause or condition:<br/> Ex: The temperature having dropped suddenly, we decided to build a fire in the fireplace,</p> <p>Or it can add a detail or a point of focus:<br/> Ex: The children rushed out the schoolhouse door, their voices filling the playground with shouts of freedom.</p> |
| <b>Adages/proverbs</b> | Short sayings that describe what is perceived to be an important fact or familiar wisdom.  |
| <b>Adjectival</b>      | Any structure (word, phrase, or clause) that fills the role of an adjective and functions as an adjective normally does, modifying a noun. Ex: <u>The house on the corner</u> is new.  |
| <b>Adverbial</b>       | Any structure (word, phrase, or clause) that functions as a modifier of a verb and fills the role of an adverb. Ex: We drove <u>to the airport to pick up Uncle Louie</u> . <i>To the airport</i> is an adverbial prepositional phrase and <i>to pick up Uncle Louie</i> is an adverbial infinitive phrase, both modifying the verb <i>drove</i> .   |
| <b>Affix</b>           | A morpheme or a meaningful part of a word that is attached before or after a root to modify its meaning; a category that includes prefixes, suffixes, and infixes.   |
| <b>Alliteration</b>    | The repetition of initial consonant sounds in words such as <i>Peter Piper picked</i> .  |
| <b>Allusion</b>        | Reference to a mythological, literary, or historical person, place, or thing.  |
| <b>Alternate claim</b> | A statement that supports the same overall concept as the original claim but with a different goal.  |
| <b>Analogy</b>         | Comparison of two things to illustrate common aspects.   |

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| <b>Anecdote</b>                           | A short and interesting story or an amusing event delivered to demonstrate a point and make readers or listeners laugh.   |
| <b>Aphorism</b>                           | A statement of some general principle expressed memorably by condensing a large amount of wisdom into very few words. Ex: “Give a man a mask and he will tell you the truth” (Wilde).                               |
| <b>Argument</b>                           | A logical way of presenting a belief, conclusion, or stance. Effective arguments are supported by reasoning and evidence.   |
| <b>Audience</b>                           | A writer’s targeted reader or readers.  |
| <b>Author’s purpose</b>                   | An author’s main reason for writing. A writer’s purpose may be to entertain, to inform, to persuade, to teach a moral lesson, or to reflect on an experience. An author may have more than one purpose for writing. |
| <b>Autobiography</b>                      | A written account of an author’s own life.  |
| <b>B</b>                                  |   |
| <b>Biography</b>                          | An account of a person’s life written by another person.  |
| <b>Blending</b>                           | Combining parts of a spoken word into a whole representation of the word. For example, /p/ /oo/ /l/ can be blended together to form the word pool.  |
| <b>C</b>                                  |   |
| <b>Cause and effect</b>                   | Text structure in which the author presents one or more causes and then describes the resulting effects.  |
| <b>Central message (central idea)</b>     | The main idea of a fictional text; the central message may be directly stated or implied.   |
| <b>Chronology</b>                         | Text structure in which the author uses numerical or chronological order to present items or events.  |
| <b>Claim</b>                              | An arguable statement that a writer asks a reader to accept.  |
| <b>Clause</b>                             | A word group consisting of a subject and predicate.   |
| <b>Coherence</b>                          | Continuity of meaning that enables others to make sense of a text.  |
| <b>Collaborative conversations</b>        | Opportunities for students to interact with a wide range of their peers to reflect on their own ideas, to reflect on the ideas of others, and to practice using academic language.                                  |
| <b>Comparative adjectives and adverbs</b> | Adjectives or adverbs used to compare one person, thing, or group with another person, thing, or group.   |
| <b>Comparison and contrast</b>            | Text structure in which the author compares and contrasts two or more similar events, topics, or objects.   |

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| <b>Concrete words and phrases</b>            | Words or phrases used to describe characteristics and/or qualities that can be perceived through the senses.  |
| <b>Conflict</b>                              | A struggle or clash between opposing characters, forces, or emotions.   |
| <b>Conjunctive adverb</b>                    | A conjunction with an adverbial emphasis that connects two clauses. Common conjunctive adverbs are <i>however</i> , <i>therefore</i> , <i>nevertheless</i> , and <i>moreover</i> . Ex: Chocolate is delicious; <u>however</u> , I try my best to stay away from it.   |
| <b>Connotation</b>                           | Implicit rather than explicit meaning of a word. It consists of the suggestions, associations, and emotional overtones attached to a word.  |
| <b>Consonant-Vowel-Consonant (CVC) words</b> | An example of a continuum of word type classified according to the level of decoding difficulty. CVC words are easily decodable. Ex: bat, mat, dog, pig.  |
| <b>Context</b>                               | The language that surrounds a given word or phrase (linguistic context) or the field of meaningful associations that surround a given word or phrase (experiential context).  |
| <b>Conventions</b>                           | The surface features of writing, including mechanics, usage, and sentence formation.  |
| <b>Coordinating conjunction</b>              | Used to show a relationship between words, phrases, or clauses. Ex: 1) The flag was red, white, <u>and</u> blue; 2) Small <u>but</u> strong, Jamie won first place.   |
| <b>Correlative conjunction</b>               | Conjunction used to join words, phrases, or clauses. Ex: <u>Either</u> Mary <u>or</u> Tori will cook dinner.  |
| <b>D</b>                                     |   |
| <b>Decoding</b>                              | Using knowledge of the conventions of spelling-sound relationships and knowledge about pronunciation of irregular words to derive a pronunciation of written words.   |
| <b>Demonstratives</b>                        | Demonstrative pronouns and demonstrative adjectives modify nouns. Demonstrative adjectives indicate exactly which noun the speaker is referencing and where it is relative to the position of the speaker. Ex: <u>These</u> shoes are uncomfortable. Demonstrative pronouns take the place of a noun phrase. Ex: The bread you are eating is made from wheat. → <u>That</u> is made from wheat. |
| <b>Denotation</b>                            | Exact, literal definition of a word independent of any emotional association or secondary meaning.  |
| <b>Dependent clause</b>                      | A clause that fills a role in a sentence (such as adverbial, adjectival, or nominal) and that cannot stand independently as a sentence. Ex: <i>He climbed <u>until he was exhausted</u></i> (adverbial clause); <i>I wonder <u>where I put my keys</u></i> (nominal clause functioning as a direct object).   |
| <b>Derivational suffix</b>                   | A type of bound morpheme; a suffix, such as <i>-ity</i> , <i>-ive</i> , and <i>-ly</i> , that can change the part of speech of the root or base word to which it is added.  |

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| <b>Description</b>                                 | Text structure that presents a topic, along with the attributes, specifics, or setting information that describes that topic.  |
| <b>Detail</b>                                      | Fact revealed by the author or speaker that supports the attitude or tone in a piece of poetry or prose. In informational texts, details provide information to support the author's main point.                                       |
| <b>Determiner</b>                                  | A structure-class word that marks or signals a noun; appears as the first word in a noun phrase before the noun and before any modifiers in the phrase. Ex: <u>The</u> telephone is <u>a</u> necessary invention.                      |
| <b>Dialect</b>                                     | A distinctive variety of a language spoken by members of an identifiable regional group, nation, etc.  |
| <b>Dialogue</b>                                    | Spoken exchanges between characters in a dramatic or literary work, usually between two or more speakers.  |
| <b>Dictating</b>                                   | The process of writing down what someone else has said; a way for a parent or teacher to record a child's ideas when the writing demands surpass the child's writing skills.   |
| <b>Domain specific vocabulary</b>                  | Words that are specific to a domain or field of study and key to understanding a new concept within a text. These words are often referred to as Tier Three words.   |
| <b>Drama</b>                                       | The general term for performances in which actors impersonate the actions and speech of fictional or historical characters (or non-human entities) for the entertainment of an audience, either on a stage or by means of a broadcast. |
| <b>E</b>   |  |
| <b>Emergent literacy and emergent reader texts</b> | The skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing; emergent reader texts support the acquisition of these skills.  |
| <b>Euphemism</b>                                   | A mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing.  |
| <b>Evidence</b>                                    | Supporting information a writer or speaker uses to prove a claim.  |
| <b>Explicit textual evidence</b>                   | Information that is directly stated in a text.   |
| <b>Exposition</b>                                  | One of the classifications of discourse whose function is to inform, to instruct, or to present ideas and general truths. Exposition presents information, provides explanations and definitions, and compares and contrasts.          |
| <b>F</b>   |  |
| <b>Fable</b>                                       | Brief story that teaches a moral or practical lesson about life.   |

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| <b>Fantasy</b>              | Story employing imaginary characters living in fictional settings where the rules of the real world are altered for effect.  |
| <b>Fiction</b>              | Imaginative literary works representing invented rather than actual persons, places, and/or events.  |
| <b>Figurative language</b>  | An expression that departs from the accepted literal sense or from the normal order of words; an extension of this definition includes the use of sound for emphasis, including onomatopoeia, alliteration, assonance, and consonance.   |
| <b>Firsthand account</b>    | An event or topic based on an author's personal experience. Examples include diaries, autobiographies, and letters.  |
| <b>Firsthand narration</b>  | Narration in which the narrator is either involved in or witnesses the events in a story.  |
| <b>Flashback</b>            | Scene that interrupts the action of a work to show a previous event.   |
| <b>Fluency</b>              | In reading, fluency refers to the ability to read with sufficient speed to support understanding.  |
| <b>Folktale</b>             | Short story from the oral tradition that reflects the mores and beliefs of a particular culture.   |
| <b>Formal English</b>       | A writing or speaking style characterized by traditional grammatical structure and conservative vocabulary.  |
| <b>G</b>                    |  |
| <b>Genre</b>                | Category used to classify literary and other works by form, technique, or content.   |
| <b>Grammar:</b>             | The system and structure of a language.  |
| <b>Grapheme</b>             | A letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English. (Ex: e, ei, igh, eigh).  |
| <b>Graphic</b>              | Pictorial representation of data or ideas using columns, matrices, or other formats.   |
| <b>H</b>                    |  |
| <b>High frequency words</b> | A small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words (i.e., Dolch or Fry). Often, they are referred to as "sight words" since automatic recognition of these words is required for fluent reading. |

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| <b>Idiom</b>                 | a phrase or expression that differs from the literal meaning of the words. Ex: It's time to let the cat out of the bag.   |
| <b>Imagery</b>               | Multiple words or a continuous phrase that a writer uses to represent persons, objects, actions, feelings, and ideas descriptively by appealing to the senses.  |
| <b>Independent clause</b>    | A clause that can stand by itself as a simple sentence, can be combined with one or more independent clauses in a compound sentence, and can serve as the main clause in a complex sentence.<br><b>Ex:</b><br><b>The roof leaks.</b><br><b>The roof leaks, and the floor sags. Whenever it rains, the roof leaks.</b> |
| <b>Inflection</b>            | A type of bound morpheme; a grammatical ending that does not change the part of speech of a word but marks its tense, number, or degree in English (e.g., -s, -ed, -ing).   |
| <b>Inference</b>             | Act or process of deriving logical conclusions from premises known or assumed to be true; the conclusions drawn from this process.  |
| <b>Informal discourse</b>    | Language characterized by non-technical vocabulary, simple sentence structure, and less formal language.  |
| <b>Informational texts</b>   | Nonfiction texts that contain facts and information; also referred to as expository texts.  |
| <b>Introductory elements</b> | Clauses, phrases, and words that appear before the main clause in a sentence.   |
| <b>Irony</b>                 | Tension that arises from the discrepancy, either between what one says and what one means (verbal irony), between what a character believes and what a reader knows (dramatic irony), or between what occurs and what one expects to occur (situational irony).   |
| <b>Irregular verb</b>        | A verb that does not form its past tense and past participle by adding -ed, -d, or -t, as regular verbs do. Ex: sing, sang, sung; go, went, gone.   |
| L                            |   |
| <b>Literary heritage</b>     | Works by authors whose writing influenced and continues to influence the public language, thinking, history, literary culture, and politics of a nation. These works comprise the literary and intellectual capital drawn on by later writers.  |

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| <b>Letter sound correspondence (also sound symbol correspondences):</b> | The rules and patterns by which letters and letter combinations represent speech sounds.   |
| <b>Literary nonfiction</b>  | Text that conveys factual information. The text may or may not employ a narrative structure and characteristics such as dialogue.<br><br>Additionally, literary nonfiction may also persuade, inform, explain, describe, or amuse. |
| <b>M</b>  |  |
| <b>Main idea</b>  | The central thought of a nonfiction text.  |
| <b>Memoir</b>   | Type of autobiography that usually focuses on a single time period or historical event.  |
| <b>Metaphor</b>   | A thing, idea, or action referred to by a word or expression normally reserved for another thing, idea, or action to suggest a common quality shared between the two. Ex: “All the world’s a stage...”                             |
| <b>Meter</b>  | The measured pattern of rhythmic accents in poems.   |
| <b>Modal auxiliary verb</b>   | A verb that combines with another verb to indicate mood or tense. Ex: I <u>will</u> go to the doctor next week.  |
| <b>Mood (a):</b>  | The form of a verb that indicates the writer’s attitude toward a statement as it is made. Ex: I wish I <u>could go</u> .   |
| <b>Mood (b):</b>  | Atmosphere or predominant emotion in a literary work.  |
| <b>Morphology</b>   | The study of the meaningful units in a language and how they are combined in word formation.   |
| <b>Motivation</b>   | Circumstance or set of circumstances that prompt a character to act a certain way or that determine the outcome of a situation.  |
| <b>Multi-syllabic words</b>   | Words with more than one syllable. The average number of syllables in the words students read should increase steadily throughout the grades.  |
| <b>Myth</b>   | Traditional story accepted as history, which serves to explain the worldview of a people, usually in supernatural or imaginative terms.  |
| <b>Mythology</b>  | A body of related myths most often regarded as fictional stories containing deeper truths.   |



## N

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| <b>Narration</b> | The process of relating a sequence of events.                               |
| <b>Narrative</b> | A story about fictional or real events.                                     |
| <b>Narrator</b>  | One who tells, or is assumed to be telling, the story in a given narrative. |
| <b>Nuance</b>    | A subtle difference in meaning, expression, or sound.                       |

## O

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| <b>Onset-rime</b>     | The natural division of a syllable into two parts, the onset coming before the vowel and the rime including the vowel and what follows it (e.g., pl-an, shr-ill).  |
| <b>Opinion piece</b>  | Writing in which a personal opinion is expressed about a topic. As grade levels progress, the writer must support a point of view with reasons and/or information. |
| <b>Opposing claim</b> | A statement that is the opposite of an original claim.   |
| <b>Oxymoron</b>       | A figure of speech that combines two usually contradictory terms in a compressed paradox, as in the word <i>bittersweet</i> or the phrase <i>living death</i> .    |

## P

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| <b>Pace</b>                           | The speed and rhythm at which the events unfold in a story or scene. A variety of devices, such as structure and word choice, are used to control the speed and rhythm of a story or scene, and how quickly the story unfolds depends upon the needs of the story. A story unfolds more quickly during more intense scenes and within short stories or adventure stories. |
| <b>Paradox</b>                        | A statement or expression so surprisingly self-contradictory as to provoke the reader into seeking another sense or context in which it would be true. Wordsworth's line "the Child is the father of the Man" and Shakespeare's "the truest poetry is the most feigning" are literary examples.   |
| <b>Parallel plots</b>                 | Correspondences between larger elements of dramatic or narrative works, such as the relation of a subplot, usually involving characters of lesser importance (and often of lower social status), to the main plot.  |
| <b>Parallel structure/Parallelism</b> | Two or more of the same grammatical structures that are coordinated and given equal weight.   |
| <b>Paraphrase</b>                     | A reader's own version of a writer's essential information.   |
| <b>Participial</b>                    | A present or past participle together with its subject or complements and/or modifiers. Ex: <i>Still clutching their pizza in their hands, the kids left the room.</i>  |

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| <b>Participle</b>                       | The verb forms that appear in verb phrases after the auxiliary verbs <i>to be</i> , as in <i>I was <u>eating</u></i> (present participle), and <i>to have</i> , as in <i>I have <u>eaten</u></i> (past participle). Participle is also the term used to refer to the present or past participle in its role as an adjectival, as a modifier in a noun phrase. <i>The band members, <u>wearing their snazzy new uniforms</u>, proudly marched onto the field.</i> |
| <b>Personification</b>                  | Metaphor that gives inanimate objects or abstract ideas human characteristics.   |
| <b>Perspective</b>                      | Position, stance, or viewpoint from which something is considered or evaluated.  |
| <b>Persuasion (persuasive writing):</b> | Form of discourse whose function is to convince an audience or to prove or refute a point of view of an issue.   |
| <b>Phoneme</b>                          | A speech sound that combines with others in a language system to make words; English has 40 to 44 phonemes, according to various linguists.  |
| <b>Phoneme isolation</b>                | Recognizing individual sounds in a word (e.g., /p/ is the first sound in the word <i>pan</i> ).  |
| <b>Phonemic awareness</b>               | The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.   |
| <b>Phonetic spelling</b>                | The process of listening for each sound in a word and representing each sound with a letter or combination of letters.   |
| <b>Phonics</b>                          | The study of the relationships between letters and the sounds they represent; the term is also used as a descriptor for code-based instruction in reading.   |
| <b>Phonological awareness</b>           | One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. This is an "umbrella" term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments as well as awareness of individual phonemes.   |
| <b>Plagiarism</b>                       | The theft of ideas (such as the plots of narrative or dramatic works) or of written passages or works, where these are passed off as one's own work without acknowledgement of their true origin. Plagiarism is not easily separable from imitation, adaptation, or pastiche, but is usually distinguished by its dishonest intention.   |
| <b>Plot</b>                             | Sequence of events or actions in a short story, novel, or narrative poem.  |

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|-------------------------------------|---|
| <b>Point of View</b>                | Perspective or vantage point from which a literary work is told or the way in which the author reveals characters, actions, and ideas.  |
| <b>Precise language</b>             | Vivid, descriptive words that describe a topic.   |
| <b>Prefix</b>                       | A morpheme that precedes a root and that contributes to or modifies the meaning of a word.  |
| <b>Problem/Solution</b>             | Text structure in which the main ideas are organized into two parts: a problem and a subsequent solution that responds to the problem, or a question and an answer that responds to the question.   |
| <b>Procedural text</b>              | Text that conveys information in the form of directions for accomplishing a task. A distinguishing characteristic of this text type is that it is composed of discrete steps to be performed in a strict sequence with an implicit end product or goal. |
| <b>Progressive verb form</b>        | A verb form that indicates a continuing action or one that was in progress when something else occurred; consists of some form of the auxiliary verb <i>be</i> followed by a verb with <i>ing</i> on the end.   |
| <b>Prompting</b>                    | Questions posed during reading to check for understanding.  |
| <b>Prose</b>                        | A form of language that has no formal metrical structure. It applies a natural flow of speech rather than rhythmic structure.   |
| <b>Pronoun-antecedent agreement</b> | Correspondence in gender and number between a pronoun and the word or word group to which a pronoun refers.   |
| <b>Purpose</b>                      | Specific reason or reasons for writing. Purpose conveys what the readers have to gain by reading the selection; it is also the objective or the goal that the writer wishes to establish.   |
| <b>R</b>                            |   |
| <b>Rate</b>                         | The speed at which a person reads.  |
| <b>Reason</b>                       | The logical support behind an argument.   |
| <b>Relative adverbs</b>             | Adverbs that introduce relative clauses. The most common relative adverbs are <u>where</u> , <u>when</u> , and <u>why</u> .   |
| <b>Relative clause</b>              | A dependent clause that provides more information about a noun.   |
| <b>Relative pronouns</b>            | Pronouns that introduce relative clauses. The most common relative pronouns are <u>who</u> , <u>whom</u> , <u>whose</u> , <u>which</u> , and <u>that</u> .  |
| <b>Regular verb</b>                 | A verb that forms its past tense and participle by the addition of –d or –ed to the present tense form.   |
| <b>Retelling</b>                    | Recalling the content of what was read or heard.  |

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| <b>Repetition</b>                      | Deliberate use of any element of language more than once: sound, word, phrase, sentence, grammatical pattern, or rhythmical pattern.   |
| <b>Rhetoric</b>                        | The art of using words to persuade in writing or speaking. Writers frequently use three modes of persuasion: <b>ethos</b> (persuasive appeal based on the character and credibility of the writer or speaker) <b>pathos</b> (persuasion by an appeal to emotion), and <b>logos</b> (persuasion by an appeal to logic).                             |
| <b>Rhetorical devices and features</b> | Techniques used by a writer to persuade an audience.   |
| <b>Rhyme</b>                           | Repetition of sounds in two or more words or phrases that appear close to each other in a poem. <i>End rhyme</i> occurs at the end of lines; <i>internal rhyme</i> occurs within a line; <i>Slant rhyme</i> is approximate rhyme; a <i>rhyme scheme</i> is the pattern of end rhymes.  |
| <b>Rhyming words</b>                   | Sharing identical or at least similar medial and final phonemes in the last syllable. Because English has a writing system with a deep orthography, words can rhyme without sharing similar orthography (e.g. <i>suite</i> and <i>meet</i> ).  |
| <b>Rhythm</b>                          | Regular recurrence and speed of sound and stresses in a poem or work of prose.   |
| <b>Root</b>                            | A bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings.  |
| <b>Register</b>                        | A variety of language used in specified kinds of formal and informal situations.   |
| <b>S</b>                               |  |
| <b>Sarcasm</b>                         | The use of verbal irony in which a person appears to be praising something but is actually insulting it.   |
| <b>Satire</b>                          | Prose in which witty language is used to convey insults or scorn.  |
| <b>Scaffolding</b>                     | Refers to the support that is given to students in order for them to arrive at the correct answer. Scaffolding may be embedded in the features of the instructional design such as starting with simpler skills and building progressively to more difficult skills. The ultimate goal of scaffolding is to lead students to greater independence. |
| <b>Scene</b>                           | In a drama, scenes represent actions happening in one place at one time. In narrative works, the term applies to a dramatic method of narration that presents events at roughly the same pace at which they are supposed to occur.   |
| <b>Secondhand account</b>              | An event or topic based on an author's research rather than on personal experience.  |

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| <b>Segmentation</b>                          | Breaking down a spoken word into word parts by inserting a pause between each part. Words can be segmented at the word level (in the case of compound words), at the syllable level, at the onset-rime level, and at the phoneme level. |
| <b>Sensory details</b>                       | Words or phrases that can be recognized or described through sight, sound, touch, smell, or taste.  |
| <b>Setting</b>                               | The time and place in which events in a short story, novel, or narrative poem take place.   |
| <b>Sequence</b>                              | Text structure in which ideas are grouped on the basis of order or time.  |
| <b>Shades of meaning</b>                     | Small differences in meaning between words that are similar.  |
| <b>Simile</b>                                | An explicit comparison between two different things, actions, or feelings using the words <u>like</u> or <u>as</u> . Ex: He was as quiet as a mouse.  |
| <b>Soliloquy</b>                             | A dramatic speech uttered by one character speaking aloud while alone (or under the impression of being alone). The speaker reveals his or her inner thoughts to the audience through either direct address or self-communication.      |
| <b>Sonnet</b>                                | Fourteen-line lyric poem, usually written in iambic pentameter.   |
| <b>Spatial words</b>                         | Signal words that emphasize location.   |
| <b>Spelling patterns and generalizations</b> | The generalizing principles and recognizable patterns that aid in learning to spell.  |
| <b>Stage directions</b>                      | Words in a dramatic script that define an actor's actions, movements, and attitudes.  |
| <b>Standard English</b>                      | The most widely accepted and understood form of expression in English in the United States.   |
| <b>Stanza</b>                                | A division of a poem that is composed of two or more lines.   |
| <b>Style</b>                                 | A writer's characteristic manner of employing language.   |
| <b>Subordinating conjunction</b>             | A word or phrase used to introduce a subordinate clause.  |
| <b>Suffix</b>                                | A derivational morpheme (added to a root or base word) that often changes the word's part of speech and modifies its meaning.   |
| <b>Summary</b>                               | A condensed version of a larger reading in which a writer uses his or her own words to express the main idea and relevant details of the text.  |
| <b>Superlative adjectives or adverbs</b>     | Adjectives or adverbs used to compare one person, thing, or group with all others in its class.   |
| <b>Syllable</b>                              | The unit of pronunciation that is organized around a vowel; it may or may not have consonants before or after the word.   |

|                                       |  |
|---------------------------------------|--|
| <b>Symbol</b>                         | Object, person, place, or action that has both a meaning in itself and that stands for something larger than itself, such as a quality, attitude, belief, or value.  |
| <b>Syntax</b>                         | Arrangement of words and order of grammatical elements in a sentence.  |
| <b>T</b>                              |  |
| <b>Technical meaning</b>              | Words or groups of words that relate to a specific process or activity.  |
| <b>Temporal words and phrases</b>     | Signal words or phrases used to refer to time or sequence of events.   |
| <b>Tension</b>                        | The feeling or experience of the reader or audience as a story unfolds, especially the closer the reader or audience approaches the climax of a story. The feelings and experience can include increased involvement or interest, dread, anticipation, thrill, or uncertainty. An author may create tension through pacing, foreshadowing, actions, word choice, sentence or text structure, dramatic irony, and other techniques and devices. |
| <b>Text complexity band</b>           | Readability levels assigned to determine text difficulty after using a formula to calculate factors such as sentence and word length and frequency of unfamiliar words.  |
| <b>Text features</b>                  | Additional information about a text, including headings, captions, illustrations, boldface words, graphs, diagrams, and glossaries that help readers comprehend a text.  |
| <b>Textual evidence</b>               | Support lifted directly from a text to support inferences, claims, and assertions. Using textual evidence demands that readers engage with the text and share the specific aspects of the text that influence their thinking.  |
| <b>Theme</b>                          | Central meaning of a literary work. A literary work can have more than one theme.  |
| <b>Third person narration</b>         | Narration in which the narrator stands outside the events in a story.  |
| <b>Tone</b>                           | A writer's or speaker's attitude toward a subject, character, or audience conveyed through the author's choice of words and detail. Tone can be serious, humorous, sarcastic, objective, etc.  |
| <b>Traditional literature</b>         | The songs, stories, myths, and proverbs of a people handed down orally before they were written.   |
| <b>Transitional words and phrases</b> | Words and phrases used to create logical links between ideas expressed in writing.   |
| <b>Trait</b>                          | Distinguishing feature, as of a person's character.  |

## U

**Understatement**

A kind of irony that deliberately represents something as being much less than it really is; the opposite of hyperbole or overstatement.

## V

**Verse:**

Any single, long line of a poetry composition. Verse can, however, also refer to a stanza or any other part of a poem.

**Voice**

Distinctive style or manner of expression of an author or of a character.

# Sources

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# APPENDIX B

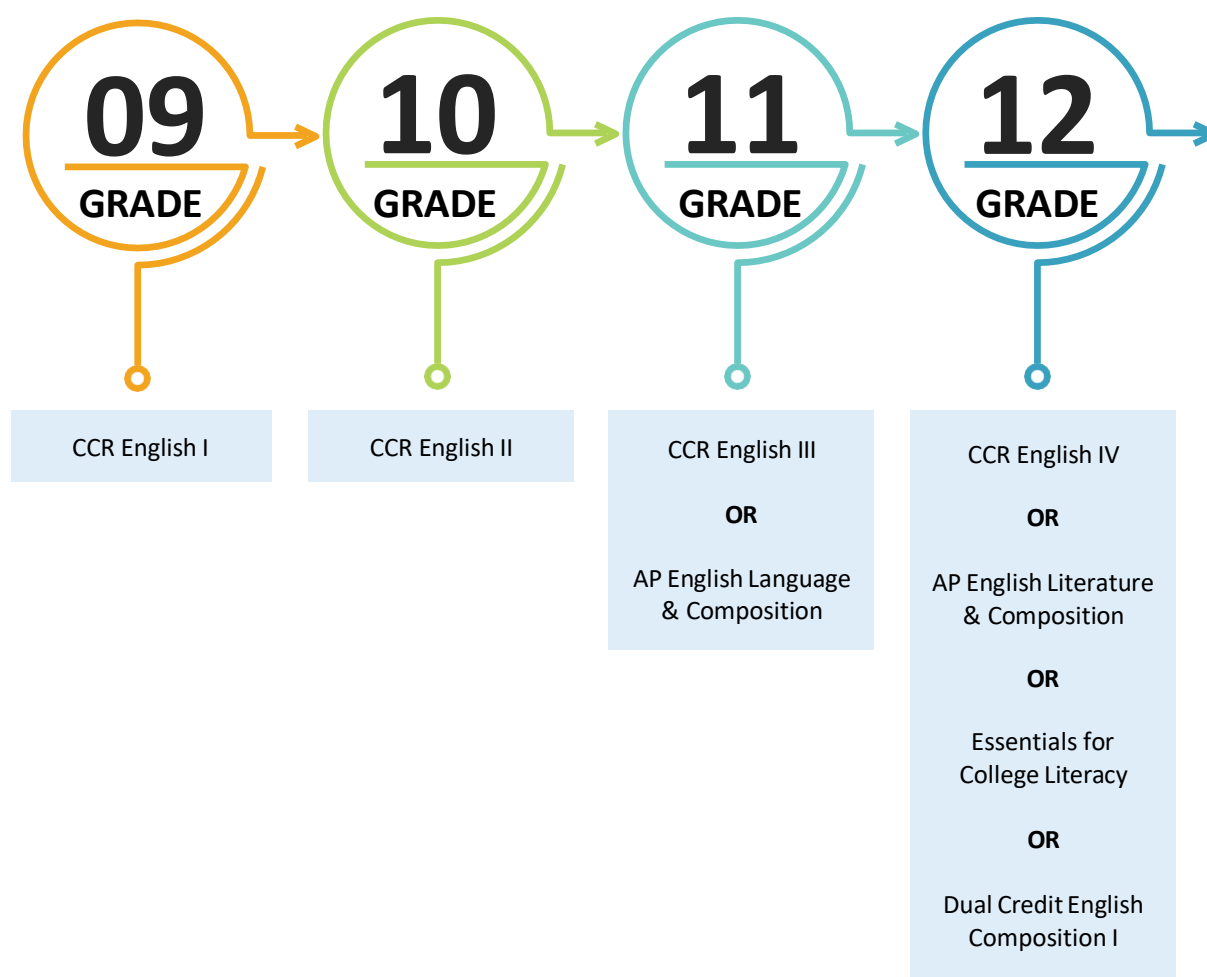
| MS CCRS 2016 & 2025 COMPARISON GUIDE |  |   |
|--------------------------------------|--|---|
| STANDARD<br>▼                        | 2016 MS CCRS<br>▼  | 2025 MS CCRS<br>▼   |
| KINDERGARTEN                         |  |   |
| RF.K.3a                              | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.                            | Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary sound for each consonant.   |
| L.K.1a                               | Print many upper- and lowercase letters.   | Print all upper- and lowercase letters  |
| L.K.2c                               | Write a letter or letters for most consonant and short-vowel sounds (phonemes).  | Write the letter or letters that correspond to the correct consonant and short-vowel sounds (phonemes).   |
| GRADE 1                              |  |   |
| RF.1.3g                              | Recognize and read grade-appropriate irregularly spelled words.  | Apply letter-sound knowledge to recognize and read irregularly spelled words.   |
| GRADE 7                              |  |   |
| RL.7.5                               | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  | Analyze how a literary text's form or structure (e.g. soliloquy, sonnet) contributes to its meaning.  |
| GRADE 8                              |  |   |
| RL.8.7                               | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | Analyze the extent to which an adaptation of a story or drama stays faithful to or departs from the text or script, using non-text content (e.g., images, video, audio) to evaluate the choices made by the director or actors. |

# APPENDIX C

## SUGGESTIONS FOR COURSE SEQUENCING

To help students meet College- and Career-Readiness ACT/SAT benchmarks in their junior year, the following course sequencing is recommended for English Language Arts.

CCR English I and CCR English II are required courses for all students. Two additional ELA credits are required, but these courses may be chosen based on students' selected diploma endorsements and/or postsecondary plans.



# SECONDARY COURSE SEQUENCE OPTIONS

The options listed below are the most commonly used courses for secondary level students.

For additional English Language Arts course offerings, please refer to the *MSIS Course Codes Search Portal*.

| LEVEL<br>▼      | OPTION 1<br>▼  | OPTION 2<br>▼  | OPTION 3<br>▼  |
|-----------------|--|--|--|
| <b>GRADE 9</b>  | CCR English I  | CCR English I  | CCR English I  |
| <b>GRADE 10</b> | CCR English II   | CCR English II   | CCR English II   |
| <b>GRADE 11</b> | CCR English III  | AP English Language & Composition<br><br>or<br><br>Approved Dual Credit/Dual Enrollment English Language Arts Course   | <b>This sequence is not recommended for postsecondary enrollment.</b><br>Creative Writing<br>Debate<br>Foundations of Journalism<br>Broadcast Journalism<br>Print Journalism<br>Mississippi Writers<br>Oral Communication<br>Survey of African American Writing<br>Survey of Twentieth Century Writing<br>Technical and Workplace Writing<br>World Literature                        |
| <b>GRADE 12</b> | CCR English IV<br><br>or<br><br>SREB Essentials for College Literacy | AP English Literature & Composition<br><br>or<br><br>Approved Dual Credit/Dual Enrollment English Language Arts Course | <b>This sequence is not recommended for postsecondary enrollment.</b><br>Creative Writing<br>Debate<br>Foundations of Journalism<br>Broadcast Journalism<br>Print Journalism<br>Mississippi Writers<br>Oral Communication<br>Survey of African American Writing<br>Survey of Twentieth Century Writing<br>Technical and Workplace Writing<br>World Literature<br>SREB Literacy Ready |

# APPENDIX D

## MS CCRS NAVIGATOR

### Comprehensive Support for Instructional Preparation

The primary purpose of the 2025 Mississippi College- and Career-Readiness Standards Navigators (MS CCRS Navigators, formerly known as the MS CCRS Scaffolding Documents) is to equip teachers with a deeper understanding of the Standards, enabling them to effectively prepare for classroom instruction. Grounded in the 2025 Mississippi College- and Career-Readiness Standards for English Language Arts, these documents provide a detailed analysis of what is required for student mastery in an effort to help teachers prepare to deliver high-quality, intentional instruction that aligns with the rigor of the Standards.

### Organization of the 2025 MS CCRS Navigator

The 2025 MS CCRS Navigator is divided by grade level. Within each grade level, the Navigator is separated into the four strands identified in the MS CCR Standards for ELA: Reading, Writing, Speaking and Listening, and Language. Each standard is broken down into three categories to guide instructional preparation:

- **Prerequisite Knowledge** – This column lists the skills that students should have previously mastered to engage with and work towards mastery of the grade-specific standard. It details what students need to **KNOW** to build a strong foundation for learning.
- **Conceptual Understanding** – This column explains the deeper understanding of concepts – not just actions or skills – required for mastery. It details what students need to **UNDERSTAND** to fully grasp the grade-specific standard.
- **Evidence of Knowledge** – This column describes how student mastery is demonstrated, including the work students produce to exhibit understanding. It specifies what students need to **DO** to show that they have achieved mastery of the standard.

The document also notes key academic vocabulary related to each standard, which include the ideas, concepts, and verbs that are necessary for mastery of the standard. The MS CCRS Navigators for ELA and Mathematics for all grades may be accessed at <https://mdek12.org/secondaryeducation/ccr/>.