



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

2019
Mississippi
Alternate
Academic
Achievement
Standards for
English Language
Arts

Effective Date: 2019-2020 School Year



2019 Mississippi Alternate Academic Achievement Standards for English Language Arts

Carey M. Wright, Ed.D., State Superintendent of Education

Nathan Oakley, Ph.D., Chief Academic Officer

Robin Lemonis, State Director of Special Education

Mississippi Department of Education
Post Office Box 771
Jackson, Mississippi
39205-0771

Office of Special Education
601-359-3498
www.mdek12.org/OSE

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the nondiscrimination policies of the above-mentioned entities:

Director, Office of Human Resources
Mississippi Department of Education
359 North West Street
Jackson, Mississippi 39201
(601) 359 - 3511

TABLE OF CONTENTS

Introduction	6
Organization of the 2019 Mississippi Alternate Academic Achievement Standards.....	8
Implementation	9
Mississippi Alternate Academic Achievement Standards (MS AAAS) for English Language Arts Overview	10
MS AAAS for English Language Arts Grades K-2	14
Kindergarten	15
Grade 1	22
Grade 2	30
MS AAAS for English Language Arts Grades 3-5	38
Grade 3	39
Grade 4	49
Grade 5	59
MS AAAS for English Language Arts Grades 6-8	69
Grade 6	70
Grade 7	80
Grade 8	90
MS AAAS for English Language Arts Grades 9-12	100
Alternate English Elements 9.....	101
Alternate English Elements 10.....	112
Alternate English Elements 11.....	124
Alternate English Elements 12.....	136

COMMITTEE MEMBERS (2019)

The Mississippi Department of Education gratefully acknowledges the following individuals who provided feedback in developing the 2019 Mississippi Alternate Academic Achievement Standards.

Suzanne Bean	Mississippi State University RCU
Judy Cayson	Itawamba School District
Dayna Clark	Pass Christian School District
Millie Drewa	Starkville Oktibbeha County School District
Alicia Dunigan	Senatobia School District
Doris Flettrich	Pass Christian School District
Kellie Fondren	Mississippi State University RCU
Pasteia Garth	Nettleton School District
Denise Harrison	University of Mississippi
Jordan Helton	Madison School District
Jan Houston	Starkville Oktibbeha School District
Kelly Huber	George County
Karen John	Petal School District
Lauren Johnson	Forest Municipal School District
Rhonda Jones	Alcorn County School District
Ashley Kazery	Mississippi Department of Education
Cyndi Keene	Louisville School District
LaNell Kellum	Mississippi State University RCU
Wanda Kirkwood	Starkville Oktibbeha County School District
Teresa Laney	Mississippi Department of Education
Lydia Lankford	Madison School District
Gidget Hill Mansell	South Tippah School District
Misty McMahon	Ocean Springs School District
Judy Middleton	Mississippi State University RCU
Bonnie Owen	Mississippi State University RCU
Myra Pannell	Mississippi State University RCU
Ashley Privett	Desoto County School District
Keri Rankin	Grenada School District
Brittany Raybon	North Pike School District
Bobby L. Richardson	Mississippi Department of Education
Amye Rowan	Pearl School District
Denise Sibley	Mississippi State University RCU
Connie Smith	Laurel School District
Taye Smith	Clinton School District
Gwen Stallworth	Pascagoula Gautier School District
Susan Stampley	Senatobia School District
Eric Sumrall	Hazlehurst School District
Elizabeth Testa	Vicksburg-Warren School District
Stacey Todd	Ocean Springs School District
Tiffany Withers	Rankin County School District

Introduction

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in English and Language Arts and establishing communication skills within a technological environment. The *2019 Mississippi Alternate Academic Achievement Standards* (MS AAAS) provides 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 purpose of alternate standards is to build a bridge from the content in the general education science framework to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

In special education, prompting is often used to mean a system of structured cues to elicit desired behaviors that otherwise would not occur. In order to clearly communicate that teacher assistance is permitted during instruction of the MS AAAS and is not limited to structured prompting procedures. Guidance and support during instruction should be interpreted as teacher encouragement, general assistance, and informative feedback to support the student.

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward individualized postsecondary settings, the *2019 Mississippi Alternate Academic Achievement Standards for English Language Arts* includes grade- and course-specific standards for K-12 English Language Arts. These standards are intended solely for students who have met the criteria for a significant cognitive disability as documented in each student's individualized education program (IEP).

This document is designed to provide special education teachers with a basis for curriculum development. As such, this set of alternate standards addresses a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. In order to prepare students for postsecondary settings, it outlines what knowledge students should obtain and the types of skills students should demonstrate upon completion of each grade level. The *2019 Mississippi Alternate Academic Achievement Standards* document is aligned to the *Mississippi College- and Career-Readiness Standards* (MS CCRS). The MS CCRS reflects national expectations while focusing on postsecondary success, but it is unique to Mississippi in addressing the needs of our students and teachers.

The following resources served as a foundation for the development of the 2019 MS AAAS for English Language Arts:

- Mississippi's College and Career Readiness Standards (MS CCRS) for ELA
- Dynamic Learning Maps Consortium. (2013). *Dynamic Learning Maps Essential Elements for English language arts*. Lawrence, KS: University of Kansas

The Mississippi Alternate Academic Achievement Standards are based on the Dynamic Learning Maps Essential Elements (DLM EE), with additional edits and clarifications to better support the needs of Mississippi teachers and students. Standards language in italicized font indicates Mississippi-specific standards or adjustments to the DLM EE.

Organization of the 2019 Mississippi Alternate Academic Achievement Standards

The 2019 Mississippi Alternate Academic Achievement Standards (MS AAAS) are aligned to the MS CCRS Standards. The MS AAAS are divided into five sections. The first section includes an introduction to the document and an overview of the Mississippi Alternate Academic Achievement Standards for English Language Arts. The second section includes the MS AAAS for ELA for kindergarten through second grade. The third section includes the MS AAAS for ELA for grades 3 through 5. The fourth section includes MS AAAS for grades 6 through 8. The final section includes MS AAAS for English Language Arts Grades 9 through 12.

Structure of the Standards Document

Content strand: Domains into which ELA fields can be divided based on relative content. The four strands identified in the MS AAAS to English Language Arts include reading, writing, speaking and listening, and language.

Disciplinary core ideas: The core ideas are the key organizing principles for the development of emphasis on each of the content strands in each grade level. All content strands will be found in each grade level, but all disciplinary core ideas will not be found in every grade level.

Mississippi College and Career Readiness content standard: Each MS AAAS for English Language Arts is aligned to a specific MS CCRS for English Language Arts. The alignment is displayed in this document as pictured in the image below.

Mississippi Alternate Academic Achievement content standard: The MS AAAS for English Language Arts is a general statement of what students with significant cognitive disabilities should know and be able to do as a result of instruction.

Kindergarten

Mississippi College- and Career-Readiness Standards	Disciplinary Core Idea	Grade-level Content Strand	Mississippi Alternate Academic Achievement Standard (MS AAAS)
Reading Informational Text			
Key Ideas and Details			
	RI.K.1 With prompting and support, ask and answer questions about key details in a text.	A.RI.K.1 With guidance and support, identify a detail in a familiar text.	
	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	A.RI.K.2 With guidance and support, identify the topic of a familiar text.	
	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	A.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.	

Implementation

The 2019 MS AAAS for English Language Arts will be implemented during the 2019-2020 school year.

Mississippi Alternate Academic Achievement Standards (MS AAAS) for English Language Arts Overview

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 are suggestions for content area reading that can be incorporated in all classrooms.

Suggestions for Teaching Content-Specific Vocabulary and Facilitating Comprehension

- 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 (e.g., 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.

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*)

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 texts, 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.

The following link provides a rubric for determining text complexity of informational and literary texts:

<https://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/ELA/qualitative-rubrics-for-measuring-text-complexity-informational-and-literary.pdf>

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, their nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

MS AAAS for English Language Arts Grades K-2

Kindergarten

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

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

Reading Literature	
Key Ideas and Details	
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	A.RL.K.1 With guidance and support, identify details in familiar stories.
RL.K.2 With prompting and support, retell familiar stories, including key details.	A.RL.K.2 With guidance and support, identify major events in familiar stories.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	A.RL.K.3 With guidance and support, identify characters and settings in a familiar story.
Craft and Structure	
RL.K.4 Ask and answer questions about unknown words in a text.	A.RL.K.4.1 Indicate when an unknown word is used in a text. A.RL.K.4.2 <i>Ask and answer questions about unknown words in a text.</i>
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	A.RL.K.5 Recognize familiar texts (e.g., storybooks and poems).
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of both in telling the story.	A.RL.K.6 With guidance and support, distinguish between words and illustrations in a 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).	A.RL.K.7 With guidance and support, identify illustrations or object information <i>found within</i> a familiar story.
RL.K.8 Not applicable	A.RL.K.8 Not applicable
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	A.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.

Range of Reading and Level of Text Complexity	
RL.K.10 Actively engage in group reading activities with purpose and understanding.	A.RL.K.10 Actively engage in shared reading.

Reading Informational Text	
Key Ideas and Details	
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	A.RI.K.1 With guidance and support, identify a detail in a familiar text.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	A.RI.K.2 With guidance and support, identify the topic of a familiar text.
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	A.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.
Craft and Structure	
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	A.RI.K.4 With guidance and support, <i>ask and answer questions about</i> unknown words in a text.
RI.K.5 Identify the front cover, back cover, and title page of a book.	A.RI.K.5 Identify the front cover of a book.
RI.K.6 Name the author and illustrator of a text and define the role of both in presenting the ideas or information in a text.	A.RI.K.6 Distinguish between words and illustrations in an informational 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).	A.RI.K.7 With guidance and support, identify illustrations or object information found within a familiar text.
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	A.RI.K.8 With guidance and support, identify <i>the author's purpose</i> in an informational 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).	A.RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic (<i>e.g., in illustrations, descriptions, procedures</i>).
Range of Reading and Level of Text Complexity	
RI.K.10 Actively engage in group reading activities with purpose and understanding.	A.RI.K.10 Actively engage in shared reading of informational text.

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 will struggling readers. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills	
Print Concepts	
RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	A.RF.K.1 Demonstrate emerging understanding of the organization of print. a. <i>During shared reading, demonstrate understanding that books are read one page at a time from beginning to end.</i> b. Not applicable c. <i>Demonstrate appropriate finger spacing between words.</i> d. <i>Demonstrate knowledge of letters of the alphabet (e.g., letter of their name).</i>
Phonological Awareness	
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rhymes of single-syllable spoken words. d. 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 /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	A.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes). a. Recognize rhyming words. b. Recognize the number of words in a spoken message. c. Identify single-syllable spoken words with the same onset (beginning sound) as a familiar word. d. Not applicable e. Not applicable
Phonics and Word Recognition	
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	A.RF.K.3 Demonstrate emerging awareness of print. a. Recognize first letter of own name in print. b. Not applicable c. Recognize environmental print. d. Not applicable

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
Fluency	
RF.K.4 Read emergent-reader texts with purpose and understanding.	A.RF.K.4 Engage in purposeful shared reading of familiar text.

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

Writing	
Text Types and Purposes	
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., "My favorite book is . . .").	A.W.K.1 With guidance and support, select a familiar book and use drawing, <i>dictation</i> , or writing to state an opinion about it.
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.	A.W.K.2 With guidance and support, select a familiar topic and use drawing, <i>dictation</i> , or writing to share 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.	A.W.K.3 With guidance and support, select an event and use drawing, <i>dictation</i> , or writing to share information about <i>the selected event</i> .
Production and Distribution of Writing	
W.K.4 (Begins in Grade 3)	A.W.K.4 (Begins in Grade 3)
W.K.5 With guidance and support from adults, respond to questions and suggestions	A.W.K.5 (Begins in grade 1)

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.	A.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.
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).	A.W.K.7 Participate in shared research and writing projects.
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	A.W.K.8 With guidance and support from adults, identify information, objects, or events that relate to personal experiences.
W.K.9 (Begins in grade 4)	A.W.K.9 (Begins in grade 4)
Range of Writing	
W.K.10 (Begins in Grade 3)	A.W.K.10 (Begins in Grade 3)

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

Speaking and Listening	
Comprehension and Collaboration	
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	A.SL.K.1 Participate in conversations with others. a. Communicate directly with supportive adults or peers. b. Participate in multiple-turn communication exchanges with support from adults.
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.	A.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	A.SL.K.3 Ask for help when needed.
Presentation of Knowledge and Ideas	

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	A.SL.K.4 Identify familiar people, places, things, and events.
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	A.SL.K.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	A.SL.K.6 Communicate thoughts, feelings, and ideas.

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

Language	
Conventions of Standard English	
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.	A.L.K.1 Demonstrate emerging understanding of letter and word use (e.g. draw, dictate, write, trace or identify) a. Distinguish between letters and other symbols or shapes. b. Use frequently occurring nouns in communication. c. Use frequently occurring plural nouns. d. Identify answers to simple questions (e.g., who, what) from an array of choices. e. Demonstrate understanding of common prepositions such as on, off, in, out. f. Link two or more words together in communication.
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	A.L.K.2 Not applicable

Knowledge and Language	
L.K.3 (Begins in grade 2)	A.L.K.3 (Begins in grade 2)
Vocabulary Acquisition and Use	
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing that “duck” is a bird and learning the verb “to duck”). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	A.L.K.4 Demonstrate emerging knowledge of word meanings. a. Demonstrate understanding of words used in every day routines. b. Not applicable
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are “colorful”). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	A.L.K.5 <i>With guidance and support,</i> demonstrate emerging understanding of word relationships. a. Sort common objects into familiar categories. b. Demonstrate understanding of frequently occurring opposites. c. Use words to communicate in real-life situations. d. Demonstrate an understanding of common verbs.
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	A.L.K.6 Use words acquired through conversations, being read to, and during shared reading activities.

Grade 1

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

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

Reading Literature	
Key Ideas and Details	
RL.1.1 Ask and answer questions about key details in a text.	A.RL.1.1 Identify details in familiar stories.
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	A.RL.1.2 Recount major events in familiar stories.
RL.1.3 Describe characters, settings, and major events in a story using key details.	A.RL.1.3 Identify characters and settings in a familiar story.
Craft and Structure	
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	A.RL.1.4 Identify sensory or feeling words in a familiar story.
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.	A.RL.1.5 Identify a text telling a story or text giving information.
RL.1.6 Identify who is telling the story at various points in a text.	A.RL.1.6 Identify a speaker within a familiar story.
Integration of Knowledge and Ideas	
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	A.RL.1.7 Use illustrations, <i>details</i> , or objects in a story to describe its characters, setting, or events.
RL.1.8 Not applicable	A.RL.1.8 Not applicable
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	A.RL.1.9 Identify adventures or experiences of characters in a story as same or different.

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.	A.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.

Reading Informational Text	
Key Ideas and Details	
RI.1.1 Ask and answer questions about key details in a text.	A.RI.1.1 Identify details in familiar text.
RI.1.2 Identify the main topic and retell key details of a text.	A.RI.1.2 Identify the topic of a text.
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	A.RI.1.3 Identify individuals, events, or details in a familiar informational 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.	A.RI.1.4 Ask a reader to <i>determine</i> the meaning of a word 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.	A.RI.1.5 Locate the front cover, back cover, and title page of a book.
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	A.RI.1.6 Distinguish between words and illustrations in a text.
Integration of Knowledge and Ideas	
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	A.RI.1.7 Identify illustrations, objects or details information that go with a text
RI.1.8 Identify the reasons an author gives to support points in a text.	A.RI.1.8 Identify points the author makes in a familiar informational text.
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	A.RI.1.9 Match similar parts of two texts on the same topic.
Range of Reading and Level of Text Complexity	
RI.1.10 With prompting and support read informational texts appropriately complex for grade 1.	A.RI.1.10 Actively engage in shared reading of informational text.

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

Reading Foundational Skills	
Print Concepts	
RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	A.RF.1.1 Demonstrate emerging understanding of the organization of print. a. Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word).
Phonological Awareness	
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	A.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize rhyming words. b. Match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word. c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. d. Substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition	
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.	A.RF.1.3 Demonstrate emerging letter and word identification skills. a. Identify upper- <i>and</i> lowercase letters of the alphabet.

b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	b. Recognize familiar words that are used in every day routines. c. Not applicable d. Not applicable e. Not applicable f. Not applicable g. Not applicable
Fluency	
RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	A.RF.1.4 Begin to attend to words in print. a. Engage in sustained, independent study of books. b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre. c. Not applicable

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

Writing	
Text Types and Purposes	
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, reason for the opinion, and provide some sense of closure.	A.W.1.1 <i>With guidance and support</i> , select a familiar book and use drawing, dictating, or writing to state an opinion about it.
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.	A.W.1.2 <i>With guidance and support</i> , select a familiar topic and use drawing, dictating, or writing to share information about it.
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.	A.W.1.3 <i>With guidance and support</i> , select an event and use drawing, dictating, or writing to share information about it.
Production and Distribution of Writing	
W.1.4 (Begins in Grade 3)	A.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.	A.W.1.5 With guidance and support from adults, add more information to <i>personal</i> drawing, dictation, or writing to strengthen it.
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.	A.W.1.6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.
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).	A.W.1.7 Participate in shared research and writing projects.
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	A.W.1.8 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.
W.1.9 (Begins in grade 4)	A.W.1.9 (Begins in grade 4)
Range of Writing	
W.1.10 (Begins in Grade 3)	A.W.1.10 (Begins in Grade 3)

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

Speaking and Listening	
Comprehension and Collaboration	
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	A.SL.1.1 Participate in conversations with adults. a. Engage in multiple-turn exchanges with supportive adults. b. Build on comments or topics initiated by an adult. c. Uses one or two words to ask questions related to personally relevant topics.
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	A.SL.1.2 During shared reading activities, answer questions about details 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.	A.SL.1.3 Communicate confusion or lack of understanding (e.g., by saying "I don't know").
Presentation of Knowledge and Ideas	
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	A.SL.1.4 Identify familiar people, places, things, and events.
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	A.SL.1.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
SL.1.6 Produce complete sentences when appropriate to task and situation.	A.SL.1.6 Provide more information to clarify ideas, thoughts, and feelings.

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

Language	
Conventions of Standard English	
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., he hops and we hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., “yesterday I walked home, today I walk home, and tomorrow I will walk home”). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles and demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, and toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	A.L.1.1 Demonstrate emerging understanding of letter and word use. a. Write letters from <i>their</i> own name. b. Use frequently occurring nouns in communication. c. Use frequently occurring plural nouns in communication. d. Use familiar personal pronouns (e.g., I, me, and you). e. Use familiar present tense verbs. f. Use familiar frequently occurring adjectives (e.g., big and hot). g. Not applicable h. Not applicable i. Use common prepositions (e.g., on, off, in, and out). j. Use simple question words (interrogatives) (e.g., who and what).
Knowledge of Language	
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and	A.L.1.2 Demonstrate emerging understanding of conventions of standard English. a. During shared writing, capitalize the first letter of familiar names. b. During shared writing, put a period at the end of a sentence. c. Not applicable d. Use letters to create words. e. During shared writing, identify the letters that represent sounds needed to spell words.

for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
Knowledge of Language	
L.1.3 (Begins in grade 2)	A.L.1.3 (Begins in grade 2)
Vocabulary Acquisition and Use	
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	A.L.1.4 Demonstrate emerging knowledge of word meanings. a. Demonstrate understanding of words used in every day routines. b. Not applicable c. Not applicable
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., <i>note places at home that are cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	A.L.1.5 <i>With guidance and support from adults</i> , demonstrate emerging understanding of word relationships. a. Sort common objects into familiar categories. b. Identify attributes of familiar words. c. Demonstrate understanding of words by identifying real-life connections between words and their use. d. Not applicable
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including	A.L.1.6 Use words acquired through conversations, being read to, and during shared reading activities.

using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	
---	--

Grade 2

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

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

Reading Literature	
Key Ideas and Details	
RL.2.1 Ask and answer such questions as <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.	A.RL.2.1 Answer who and where questions to demonstrate understanding of details in a familiar text.
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	A.RL.2.2 Using details from the text, recount events from familiar stories from diverse cultures.
RL.2.3 Describe how characters in a story respond to major events and challenges.	A.RL.2.3 Identify the actions of the characters in a story.
Craft and Structure	
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	A.RL.2.4 <u>Identify</u> rhyming or repetition words that meaningfully complete a familiar 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.	A.RL.2.5 Determine the beginning and ending of a familiar story with a logical order.
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.	A.RL.2.6 Identify the speakers in a dialogue.
Integration of Knowledge and Ideas	
RL.2.7 Use information gained from the illustrations and words in a print or digital	A.RL.2.7 Identify illustrations or objects information in print or digital text that depict characters.

text to demonstrate understanding of its characters, setting, or plot.	
RL.2.8 Not applicable	A.RL.2.8 Not applicable
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.	A.RL.2.9 Identify similarities between two <i>versions</i> of a story.
Range of Reading and Level of Text Complexity	
RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RL.2.10 <i>By the end of the year</i> , actively engage in shared reading for a clearly stated purpose.

Reading Informational Text	
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.	A.RI.2.1 Answer who and what questions to demonstrate understanding of details in a familiar text.
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	A.RI.2.2 Identify the topic of 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.	A.RI.2.3 Identify individuals, events, or details in an informational text.
Craft and Structure	
RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	A.RI.2.4 Identify words related to a topic of a text.
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.	A.RI.2.5 Identify details in informational text or its graphic representations.
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	A.RI.2.6 Identify the author's <i>purpose of a text</i> (e.g., <i>to answer, to explain, or to describe</i>).
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.	A.RI.2.7 Identify illustrations or objects/tactual information <i>found within a text</i> .
RI.2.8 Describe how reasons support specific points the author makes in a text.	A.RI.2.8 Identify points the author makes in an informational text.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	A.RI.2.9 Identify a common <i>point</i> between two texts on the same topic.
Range of Reading and Level of Text Complexity	
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RI.2.10 Actively engage in shared reading of informational text including history/SS, science, and technical texts.

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

Reading Foundational Skills	
Print Concepts	
Not applicable to Grade 2	
Phonological Awareness	
Not applicable to Grade 2	
Phonics and Word Recognition	
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels.	A.RF.2.3 Demonstrate emerging use of letter-sound knowledge to read words. a. Identify the <i>vowels of the alphabet and introduce short and long vowels</i>. b. Identify <i>and demonstrate</i> letter sound correspondence for single consonants.

d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	<i>c.1. Decode 10 or more CVC words (e.g., mom, dad, cat, dog).</i> <i>c.2. Introduce multisyllabic words</i> d. Not applicable e. Not applicable f. Recognize 10 or more written words.
Fluency	
RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	A.RF.2.4 Attend to words in print. a. Read familiar text comprised of known words. b. Not applicable c. Not applicable

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

Writing	
Text Types and Purposes	
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	A.W.2.1 <i>With guidance and support</i> , select a book and write, draw, or dictate to state an opinion about <i>the topic or book</i> .
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.	A.W.2.2 <i>With guidance and support</i> , select a topic and use drawing, <i>dictation</i> , or writing to compose a message with one fact about the topic.

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.	A.W.2.3 <i>With guidance and support</i> , select an event or personal experience and use drawing, writing, or dictating to compose a message about <i>the experience</i> .
Production and Distribution of Writing	
W.2.4 (Begins in Grade 3)	A.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.	A.W.2.5 With guidance and support from adults and peers, add more information to <i>personal</i> drawing, dictation, or writing to strengthen the message.
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.	A.W.2.6 With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.
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).	A.W.2.7 Participate in shared research and writing projects.
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	A.W.2.8 Identify information related to personal experiences and answer simple questions about those experiences.
W.2.9 (Begins in grade 4)	A.W.2.9 (Begins in grade 4)
Range of Writing	
W.2.10 (Begins in Grade 3)	A.W.2.10 (Begins in Grade 3)

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

Speaking and Listening	
Comprehension and Collaboration	
SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time)	A.SL.2.1 Participate in conversations with adults and peers. a. Engage in multiple-turn exchanges with peers with support from an adult. b. Build on others' talk in conversations by linking their

about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	A.SL.2.2 During shared reading activities, ask and answer questions about details 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.	A.SL.2.3 Answer questions about the details provided by the speaker.
Presentation of Knowledge and Ideas	
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	A.SL.2.4 Identify a photograph or object that reflects a personal experience and tell one detail about it.
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.	A.SL.2.5 Select visual, audio, or tactual representations to depict a personal experience.
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	A.SL.2.6 Combine words when communicating to provide clarification.

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

Language	
Conventions of Standard English	
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking a. Use collective nouns (e.g., <i>group</i>).	A.L.2.1 Demonstrate understanding of letter and word use. a. <i>Identify</i> all uppercase letters. b. Use common nouns (e.g., mom, dad, boy, girl) in communication.

b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	c. Use frequently occurring pronouns to refer to self and others (e.g., <i>we, they, her, them</i>). d. Use frequently occurring verbs. e. Use frequently occurring adjectives. f. Combine two or more words together in communication.
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	A.L.2.2 Demonstrate emerging understanding of conventions of standard English. a. Capitalize the first letter of familiar names. b. <i>Use commas in dates.</i> c. Not applicable d. Identify printed rhyming words with the same spelling pattern. e. Consult print in the environment to support reading and spelling.
Knowledge of Language	
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	A.L.2.3 Use language to achieve desired outcomes when communicating. a. <i>Non applicable</i>
Vocabulary Acquisition and Use	
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and</i>	A.L.2.4 Demonstrate knowledge of word meanings. a. <i>Identify</i> new vocabulary from reading and content areas.

<i>content</i>, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	b. Not applicable c. Not applicable d. Identify the words comprising compound words. (e.g., <i>cupcake</i>, <i>notebook</i>, <i>bookshelf</i>) e. Not applicable
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. 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>).	A.L.2.5 Demonstrate understanding of word relationships and use. a. Identify real-life connections between words and their use (e.g., happy: “I am happy.”). b. Demonstrate understanding of the meaning of common verbs.
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	A.L.2.6 Use words acquired through conversations, being read to, and during shared reading activities.

MS AAAS for English Language Arts Grades 3-5

Grade 3

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student’s individualized education program (IEP).

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

Reading Literature	
Key Ideas and Details	
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	A.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.
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.	A.RL.3.2 Associate details with events in stories from diverse cultures.
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.	A.RL.3.3 Identify the feelings of characters in a story.
Craft and Structure	
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	A.RL.3.4 Determine words and phrases that complete sentences in a text.
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.	A.RL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	A.RL.3.6 Identify personal point of view about a text.

Integration of Knowledge and Ideas	
RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	A.RL.3.7 Identify parts of illustrations or information that depict a particular setting or event.
RL.3.8 Not applicable	A.RL.3.8 Not applicable
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).	A.RL.3.9 Identify common <i>points</i> in two stories in a series.
Range of Reading and Level of Text Complexity	
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	A.RL.3.10 Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.

Reading Informational Text	
Key Ideas and Details	
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	A.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	A.RI.3.2 Identify details in a text.
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.	A.RI.3.3 Order two events from a text as “first” and “next.”
Craft and Structure	
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 3 topics or subject area</i> .	A.RI.3.4 Determine words and phrases that complete sentences in a text.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	A.RI.3.5 Identify text features including headings and key words.
RI.3.6 Distinguish their own point of view from that of the author of a text.	A.RI.3.6 Identify personal point of view about 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).	A.RI.3.7 Use information gained from <i>illustrations (e.g., maps, photographs, drawings)</i> and words in the text to answer who and what questions.
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).	A.RI.3.8 Identify two related points the author makes in an informational text.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	A.RI.3.9 Identify similarities between 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 comprehends 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.	A.RI.3.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

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 will struggling readers. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills	
Print Concepts	
Not applicable in Grade 3.	
Phonological Awareness	
Not applicable in Grade 3.	
Phonics and Word Recognition	
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	A.RF.3.3 Use letter-sound knowledge to read words.

a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	a. In context, demonstrate basic knowledge of letter-sound correspondences. b. <i>Sort long and short vowel words.</i> c. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes). d. <i>Decode two-syllable words.</i> e. Recognize 40 or more written words.
Fluency	
RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	A.RF.3.4 Read words in text. a. Read familiar text comprised of known words. b. Not applicable c. Use context to determine missing words in familiar texts.

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

Writing	
Text Types and Purposes	
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. 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.	A.W.3.1 <i>With guidance and support</i> , write opinions about topics or text. a. Select a text and write an opinion about it. b. <i>Provide</i> one reason to support an opinion about a text. c. Not applicable d. Not applicable

c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) 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., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section.	A.W.3.2 <i>With guidance and support</i>, write to share information supported by details. a. Select a topic and provide one fact or detail. b. Not applicable c. Not applicable d. Not applicable
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.	A.W.3.3 <i>With guidance and support</i>, write about events or personal experiences. a. Select an event or personal experience and <i>provide information</i> about it including the names of people involved. b. Not applicable c. Not applicable d. Not applicable
Production and Distribution of Writing	
W.3.4 With guidance and support from adults, produce writing in which the development and appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	A.W.3.4 With guidance and support, produce writing that expresses more than one idea.

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.)	A.W.3.5 With guidance and support, revise their own writing.
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.	A.W.3.6 With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.
Research to Build and Present Knowledge	
W.3.7 Conduct short research projects that build knowledge about a topic.	A.W.3.7 <i>With guidance and support</i> , identify information about a topic for a research project.
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.	A.W.3.8 Sort information on a topic or personal experience into two provided categories about each one.
W.3.9 (Begins in Grade 4)	A.W.3.9 (Begins in Grade 4)
Range of Writing	
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	A.W.3.10 <i>With guidance and support</i> , write routinely for a variety of tasks, purposes, and audiences.

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

Speaking and Listening	
Comprehension and Collaboration	
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	A.SL.3.1 Engage in collaborative discussions. a. Engage in collaborative interactions about texts. b. Listen to others’ ideas before responding. c. Indicate confusion or lack of understanding about information presented. d. Express ideas.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	
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.	A.SL.3.2 Identify details in a text read aloud or information presented orally or through other media.
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	A.SL.3.3 Ask or answer questions about the details provided by the speaker.
Presentation of Knowledge and Ideas	
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	A.SL.3.4 Recount a personal experience, story, or topic including details.
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.	A.SL.3.5 Create a multimedia presentation of a story or poem.
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	A.SL.3.6 Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.

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

Language	
Conventions of Standard English	
L.3.1 Demonstrate command of the conventions of standard English grammar	A.L.3.1 Demonstrate standard English grammar and usage when communicating.

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., <i>childhood</i>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) 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.	a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication. b. Use regular plural nouns in communication. c. Not applicable d. Use present and past tense verbs. e. Not applicable f. Not applicable g. Use common adjectives. h. Not applicable (see A.L.3.1.a) i. Ask simple questions.
Knowledge of Language	
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., <i>sitting, smiled, cries, happiness</i>). 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.	A.L.3.2 Demonstrate <i>an</i> understanding of conventions of standard English. a. Capitalize the first letter of <i>appropriate words and titles</i> (e.g., <i>Dr., Mrs., Ms., Mr.</i>) b. During shared writing, indicate the need to add a <i>punctuation</i> at the end of a sentence. c. <i>Use commas in a series of words.</i> d. <i>Introduce possessive nouns and pronouns.</i> e. Use resources as needed to spell common high-frequency words accurately. f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. g. Consult print in the environment to support reading and spelling.

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.	A.L.3.3 Use language to achieve desired outcomes when communicating. a. Use language to make simple requests, comment, or share information. b. Not applicable
Vocabulary Acquisition and Use	
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>Grade 3 reading and content</i>, 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., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	A.L.3.4 Demonstrate knowledge of word meanings. a. Use sentence level context to determine what word is missing from a sentence read aloud. b. Identify the temporal meaning of words when common affixes (e.g., -ing, -ed) are added to common verbs. c. <i>Introduce root words</i> d. <i>Demonstrate resources to find meaning of unknown words.</i>
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or	A.L.3.5 Demonstrate understanding of word relationships and use. a. Determine the meaning of words and phrases in context. b. Identify real-life connections between words and their use (e.g., happy: “I am happy.”). c. Identify words that describe personal emotional states.

degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	A.L.3.6 Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).

Grade 4

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student’s individualized education program (IEP).

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

Reading Literature	
Key Ideas and Details	
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	A.RL.4.1 Use details from the text to recount what the text says.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	A.RL.4.2 Identify the central idea of a familiar story, drama or poem.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a character’s thoughts, words, or actions).	A.RL.4.3 Use details from the text to describe characters in the story.
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).	A.RL.4.4 Determine the meaning of words in a text.
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.	A.RL.4.5 Identify elements <i>in a story</i> (e.g., characters, settings, plot, etc.)
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.	A.RL.4.6 Identify the narrator of a story.

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.	A.RL.4.7 Make connections between the text representation of a story and a visual, or oral version of a story.
RL.4.8 Not applicable	A.RL.4.8 Not applicable
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.	A.RL.4.9 Compare characters, settings, or events in stories, myths, or texts 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.	A.RL.4.10 Demonstrate an understanding of text while actively engaging in shared reading of stories, dramas, and poetry.

Reading Informational Text	
Key Ideas and Details	
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	A.RI.4.1 Identify details in an informational text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	A.RI.4.2 Identify the main idea of a text when it is explicitly stated.
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.	A.RI.4.3 Identify a detail that is related to an individual, event, or idea in a historical, scientific, or technical text.
Craft and Structure	
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>Grade 4 topic or subject area</i> .	A.RI.4.4 Determine meaning of words in text.
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.	A.RI.4.5 Identify elements that are characteristic of informational texts.

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.	A.RI.4.6 Compare <i>one's</i> own experience with a written account of the experience.
Integration of Knowledge and Ideas	
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	A.RI.4.7 Answer questions about information presented visually or orally.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	A.RI.4.8 Identify one or more reasons supporting a specific point in an informational text.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	A.RI.4.9 Compare details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

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

Reading Foundational Skills
Print Concepts
Not applicable in Grade 3.
Phonological Awareness
Not applicable in Grade 3.
Phonics and Word Recognition

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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.	A.RF.4.3 Use letter-sound knowledge to read words. a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency <i>rhymes</i>).
Fluency	
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	A.RF.4.4 Read words in text. a. Read text comprised of familiar words with accuracy and understanding. b. Not applicable c. Use letter knowledge and context to support word recognition when reading.

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

Writing	
Text Types and Purposes	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>).	A.W.4.1 <i>With guidance and support</i>, write opinions about topics or text. a. Select a topic or text and w an opinion about it. b. List reasons to support the opinion. c. Not applicable d. Not applicable

d. Provide a concluding statement or section related to the opinion presented.	
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also because</i>). 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.	A.W.4.2 <i>With guidance and support</i>, write to share information supported by details. a. Select a topic and <i>present</i> about it including related visual, or multimedia information as appropriate. b. List words, facts, or details related to the topic. c. Not applicable d. Not applicable e. Not applicable
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	A.W.4.3 <i>With guidance and support</i>, write about events or personal experiences. a. Write about a personal experience including two events in sequence. b. List words that describe an event or personal experience to use when writing about it. c. Not applicable d. Not applicable e. Not applicable

Production and Distribution of Writing	
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	A.W.4.4 <i>With guidance and support</i> , produce writing that expresses more than one idea.
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	A.W.4.5 With guidance and support, plan before writing and revise own writing.
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.	A.W.4.6 With guidance and support, use technology, including the internet, to produce writing while interacting and collaborating with others.
Research to Build and Present Knowledge	
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	A.W.4.7 <i>With guidance and support</i> , gather information about a topic from two or more sources for a research project.
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.	A.W.4.8 Recall and sort information from personal experiences or a topic into given categories.
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>Grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply <i>Grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	A.W.4.9 <i>With guidance and support</i> , recall information from literary and informational text to support writing. a. Apply <i>MS AAAS of Grade 4 Reading Standards</i> to literature (e.g., “Use details from text to describe a character in a story”). b. Apply <i>MS AAAS of Grade 4 Reading Standards</i> to informational texts (e.g., “Use reasons and evidence supporting point in an informational text”).
Range of Writing	
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single	A.W.4.10 <i>With guidance and support</i> , write routinely for a variety of tasks, purposes, and audiences.

sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	
--	--

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

Speaking and Listening	
Comprehension and Collaboration	
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>Grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	A.SL.4.1 Engage in collaborative discussions. a. Contribute ideas from prior knowledge of a text during discussions about the same text. b. Carry out <i>an</i> assigned role in a discussion. c. Answer specific questions related to information in a discussion. d. Identify the key ideas in a discussion.
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	A.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media.
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	A.SL.4.3 Identify a point that the speaker makes.
Presentation of Knowledge and Ideas	
SL.4.4 Report on a topic or text, tell a story, or recount an experience with appropriate	A.SL.4.4 Retell a story or personal experience or recount a topic with supporting details.

facts and relevant, descriptive details, speaking clearly at an understandable pace.	
SL.4.5 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.	A.SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic.
SL.4.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	A.SL.4.6 Differentiate between communication partners and contexts that call for formal and informal communication.

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

Language	
Conventions of Standard English	
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	A.L.4.1 Demonstrate standard English grammar and usage when communicating. a. Use pronouns. b. Combine common nouns with verbs, nouns, or pronouns in communication. c. Not applicable d. Use adjectives to describe people or objects. e. Use common prepositions (e.g., <i>to, from, in, out, on, off, by, with</i>) f. <i>With support, produce simple sentence.</i> g. Not applicable

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	A.L.4.2 Demonstrate understanding of conventions of standard English. a. Capitalize the first word in a sentence. b. Not applicable c. Not applicable d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.
Knowledge of Language	
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	A.L.4.3 Use language to achieve desired outcomes when communicating. a. Use language to express emotion. b. Not applicable c. Communicate effectively with peers and adults.
Knowledge of Language	
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 4 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or	A.L.4.4 Demonstrate knowledge of word meanings. a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult. b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). c. Not applicable

clarify the precise meaning of key words and phrases.	
Vocabulary Acquisition and Use	
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	A.L.4.5 Demonstrate understanding of word relationships and use. a. Not applicable b. Identify common idioms (e.g., no way, not a chance, you bet). c. Demonstrate understanding of opposites.
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	A.L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.

Grade 5

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student’s individualized education program (IEP).

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

Reading Literature	
Key Ideas and Details	
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	A.RL.5.1 Identify words in the text to answer a question about explicit information.
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.	A.RL.5.2 Identify the central idea or theme of a story, drama or poem.
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).	A.RL.5.3 Compare two characters in a familiar story.
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.	A.RL.5.4 Determine the intended meaning of multi-meaning words in a text (<i>e.g. bare, bear, their, there, to, two</i>).
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.	A.RL.5.5 Identify a story element that undergoes change from beginning to end.
RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	A.RL.5.6 Determine the point of view of the narrator.
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,	A.RL.5.7 Identify illustrations, or multimedia elements that add to understanding of a text.

multimedia presentation of fiction, folktale, myth, poem).	
RL.5.8 Not applicable	A.RL.5.8 Not applicable
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.	A.RL.5.9 Compare stories in the same genre.
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.	A.RL.5.10 Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.

Reading Informational Text	
Key Ideas and Details	
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	A.RI.5.1 Identify words in the text to answer a question about explicit information.
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	A.RI.5.2 Identify the main idea of a text when it is not explicitly stated.
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.	A.RI.5.3 Compare two individuals, events, or ideas in a 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 <i>Grade 5 topic or subject area</i> .	A.RI.5.4 Determine the meanings of domain-specific words and phrases.
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.	A.RI.5.5 Determine if a text tells about events, gives directions, or provides information on a topic.
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	A.RI.5.6 Compare two books on the same topic.

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.	A.RI.5.7 Locate information in print or digital sources.
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).	A.RI.5.8 Identify the relationship between a specific point and supporting reasons in an informational text.
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	A.RI.5.9 Compare and contrast details gained from two texts on the same topic.
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.	A.RI.5.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

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

Reading Foundational Skills	
Print Concepts	
Not applicable in Grade 3.	
Phonological Awareness	
Not applicable in Grade 3.	
Phonics and Word Recognition	
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes)	A.RF.5.3 Use letter-sound knowledge to read words. a. Read common sight words, decode single syllable words <i>and introduce multisyllabic words</i> .

to read accurately unfamiliar multisyllabic words in context and out of context.	
Fluency	
RF.5.4 Read with sufficient accuracy and fluency to support comprehension. - Read on-level text with purpose and understanding. - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	A.RF.5.4 Read words in text. - Read text comprised of familiar words with accuracy and understanding. - Not applicable - Use context to confirm or self-correct word recognition when reading.

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

Writing	
Text Types and Purposes	
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. - Provide logically ordered reasons that are supported by facts and details. - Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). - Provide a concluding statement or section related to the opinion presented.	A.W.5.1 <i>With guidance and support</i> , write opinions about topics or text. - Introduce a topic or text and state an opinion about it. - Provide reasons to support the opinion. - Not applicable - Not applicable

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Link ideas within and across categories of information using words, phrases, and (e.g., <i>in contrast, especially</i>). - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Provide a concluding statement or section related to the information or explanation presented.	A.W.5.2 <i>With guidance and support</i>, write to share information supported by details. - Introduce a topic and write to convey information about it including visual, or multimedia information as appropriate. - Provide facts, details, or other information related to the topic. - Not applicable - Not applicable - Not applicable
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. - Use concrete words and phrases and sensory details to convey experiences and events precisely. - Provide a conclusion that follows from the narrated experiences or events.	A.W.5.3 <i>With guidance and support</i>, write about events or personal experiences. - Write about an experience or event including three or more events in sequence. - Not applicable - Not applicable - Not applicable - Not applicable

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.)	A.W.5.4 <i>With guidance and support</i> , produce writing that is appropriate for a stated task or purpose.
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	A.W.5.5 With guidance and support, plan before writing and revise own writing.
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.	A.W.5.6 With guidance and support, use technology, including the internet, to produce writing while interacting and collaborating with others.
Research to Build and Present Knowledge	
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	A.W.5.7 <i>With guidance and support</i> , conduct short research projects using two or more sources.
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.	A.W.5.8 Gather and sort relevant information on a topic from print or digital sources into given categories.
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>Grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply <i>Grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points”).	A.W.5.9 <i>With guidance and support</i> , use information from literary and informational text to support writing. a. Apply <i>MS AAAS of Grade 5 Reading Standards</i> to literature (e.g., “Compare and contrast two characters in the story”). b. Apply <i>MS AAAS of Grade 5 Reading Standards</i> to informational texts (e.g., “Identify specific reasons and evidence for supporting specific points in an informational text.”).

Range of Writing	
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	A.W.5.10 <i>With guidance and support</i> , write routinely for a variety of tasks, purposes, and audiences.

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

Speaking and Listening	
Comprehension and Collaboration	
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>Grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	A.SL.5.1 Engage in collaborative discussions. a. Come to discussion prepared to share information. b. Carry out assigned role in a discussion. c. Ask questions related to information in a discussion. d. Make comments that contribute to the discussion and link to the remarks of others.
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	A.SL.5.2 Identify the explicitly stated main idea of a text presented orally or through other media.

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	A.SL.5.3 Identify the reasons and evidence supporting a specific point.
Presentation of Knowledge and Ideas	
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	A.SL.5.4 Report on a familiar topic or text or present an opinion including related facts.
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	A.SL.5.5 Select or create audio recordings and visual displays to enhance a presentation.
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	A.SL.5.6 Differentiate between contexts that require formal and informal communication.

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

Language	
Conventions of Standard English	
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.*	A.L.5.1 Demonstrate standard English grammar and usage when communicating. a. <i>Explain the function of a conjunction and interjections.</i> b. Form and use the past tense of frequently occurring words. c. Not applicable d. Not applicable e. Use frequently occurring conjunctions, such as and, but, or, for, and because.

e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	A.L.5.2 Demonstrate understanding of conventions of standard English. a. <i>Use ending punctuation in sentences (i.e., question marks, period, exclamation points).</i> b. Not applicable c. Not applicable d. <i>Identify quotation marks to mark direct speech and quotations in a text.</i> e. Spell <i>unfamiliar</i> words phonetically, drawing on letter-sound relationships and common spelling patterns.
Knowledge of Language	
L.5.3 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.	A.L.5.3 Use language to achieve desired meaning when communicating. a. Communicate using complete sentences. b. Not applicable
Vocabulary Acquisition and Use	
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 5 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).	A.L.5.4 Demonstrate knowledge of word meanings. a. Use sentence level context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). c. Not applicable

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	A.L.5.5 Demonstrate understanding of word relationship and use. a. Use simple, common idioms (e.g., you bet, it's a deal, we're cool). b. Not applicable c. Demonstrate understanding of words that have similar meanings.
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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).	A.L.5.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.

MS AAAS for English Language Arts Grades 6-8

Grade 6

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student’s individualized education program (IEP).

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

Reading Literature	
Key Ideas and Details	
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A.RL.6.1 Determine what a text says explicitly as well as what simple inferences can be drawn.
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.	A.RL.6.2 Identify details in a text that are related to the theme or central idea.
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.	A.RL.6.3 Identify how a character responds to a challenge in a story.
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.	A.RL.6.4 Determine how word choice changes the meaning in a text.
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.	A.RL.6.5 Determine the structure of a text (e.g., story, poem, or drama).
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	A.RL.6.6 Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.
Integration of Knowledge and Ideas	
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to	A.RL.6.7 Compare the experience of reading or listening to a written story, drama, or poem

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.	with the experience of watching video or live performance of the same text.
RL.6.8 Not applicable	A.RL.6.8 Not applicable
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.	A.RL.6.9 Compare and contrast stories, myths, or texts with similar topics or themes.
Range of Reading and Level of Text Complexity	
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RL.6.10 Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.

Reading Informational Text	
Key Ideas and Details	
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A.RI.6.1 Analyze a text to determine what it says explicitly as well as what inferences should be drawn.
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.	A.RI.6.2 Determine the main idea of a passage and details or facts related to it.
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).	A.RI.6.3 Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.
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.	A.RI.6.4 Determine how word choice changes the meaning of a text.
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.	A.RI.6.5 Determine how the title fits the structure of the text.

RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	A.RI.6.6 Identify words or phrases in the text that describe or show the author’s point of view.
Integration of Knowledge and Ideas	
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	A.RI.6.7 Find similarities in information presented in different media or formats as well as in text.
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.	A.RI.6.8 <i>Identify</i> claims in a text supported by reason.
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).	A.RI.6.9 Compare and contrast how two texts describe the same event.
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.	A.RI.6.10 Demonstrate understanding of literary nonfiction <i>that has been read aloud</i> .

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

Writing	
Text Types and Purposes	
W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	A.W.6.1 <i>With guidance and support</i> , write claims about topics or text. a. Write a claim about a topic or text. b. Write one or more reasons to support a claim about a topic or text. c. Not applicable d. Not applicable e. Not applicable

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	
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. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	A.W.6.2 <i>With guidance and support</i>, write to share information supported by details. a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic. c. Not applicable d. Not applicable e. Not applicable f. Not applicable
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to	A.W.6.3 <i>With guidance and support</i>, write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience and including two or more events. b. Not applicable c. Use words that establish the time frame. d. Use words that convey specific details about the experience or event. e. Not applicable

develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	
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.)	A.W.6.4 <i>With guidance and support</i> , produce writing that is appropriate for the task, purpose, or audience.
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 6.)	A.W.6.5 With guidance and support from adults and peers, plan before writing and revise own writing.
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.	A.W.6.6 <i>With guidance and support</i> , use technology, including the internet, to produce writing while interacting and collaborating with others.
Research to Build and Present Knowledge	
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	EE W.6.7 <i>With guidance and support</i> , conduct short research projects to answer a question.
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.	A.W.6.8 Gather information from multiple print and digital sources that relates to a given topic.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Grade 6 Reading standards to literary texts (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply Grade 6 Reading standards to literary nonfiction and/or informational 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”).	A.W.6.9 <i>With guidance and support</i>, use information from literary and informational text to support writing. a. Apply MS AAAS of Grade 6 Reading Standards to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text”). b. Apply MS AAAS of Grade 6 Reading Standards to informational texts (e.g., “Can produce an argument by logically organizing the claims and the supporting reasons and evidence”).
Range of Writing	
W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	A.W.6.10 <i>With guidance and support</i>, write routinely for a variety of tasks, purposes, and audiences.

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

Speaking and Listening	
Comprehension and Collaboration	
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	A.SL.6.1 Engage in collaborative discussions. a. Come to discussions prepared to share information. b. Follow simple, agreed-upon rules for discussions and contribute information. c. Ask and answer questions specific to the topic, text, or issue under discussion. d. Restate key ideas expressed in the discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
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.	A.SL.6.2 Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates 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.	A.SL.6.3 Identify the reasons and evidence supporting the claims made by the speaker.
Presentation of Knowledge and Ideas	
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	A.SL.6.4 Present findings on a topic including descriptions, facts, or details.
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	A.SL.6.5 Select an auditory, visual, or tactual display to clarify the information in presentations.
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.)	A.SL.6.6 Use formal and informal language as appropriate to the communication partner.

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

Language	
Conventions of Standard English	
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*	A.L.6.1 Demonstrate standard English grammar and usage when communicating. a. Use personal pronouns (e.g., he, she, they) correctly. b. Use indefinite pronouns. c. Not applicable d. Not applicable e. Not applicable
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.	A.L.6.2 Demonstrate understanding of conventions of standard English. a. Use question marks at the end of written questions. b. Spell unknown words phonetically, drawing on letter sound relationships and common spelling patterns.
Knowledge of Language	
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	A.L.6.3 Use language to achieve desired outcomes when communicating.

a. Vary sentence patterns for meaning, reader/ listener interest, and style.* b. Maintain consistency in style and tone.*	a. Vary use of language when the listener or reader does not understand the initial attempt. b. Not applicable
Vocabulary Acquisition and Use	
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 6 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	A.L.6.4 Demonstrate knowledge of word meanings. a. Use context to determine which word is missing from a content area text. b. <i>Not applicable</i> c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. d. Not applicable
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).	A.L.6.5 Demonstrate understanding of word relationships and use. a. Identify the meaning of simple similes (e.g., the man was as big as a tree). b. Demonstrate understanding of words by identifying other words with similar and different meanings. c. Not applicable
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-	A.L.6.6 Use general academic and domain-specific words and phrases across contexts.

specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
---	--

Grade 7

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

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

Reading Literature	
Key Ideas and Details	
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A.RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.
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	A.RL.7.2 <i>With support from adults</i> , identify the theme.
RL.7.3 Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).	A.RL.7.3 Determine how two or more story elements are related.
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 specific word choice (e.g., alliteration) on meaning and tone.	A.RL.7.4 Determine the meaning of simple idioms and figures of speech as they are used in a text.
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	A.RL.7.5 Compare the structure of two or more texts (e.g., stories, poems, or dramas).
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	A.RL.7.6 Compare the points of view of two or more 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).	A.RL.7.7 Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.
RL.7.8 Not applicable	A.RL.7.8 Not applicable
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.	A.RL.7.9 Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.
Range of Reading and Level of Text Complexity	
RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RL.7.10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.
Reading Informational Text	
Key Ideas and Details	
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A.RI.7.1 Identify where information is explicitly stated and where inferences must be drawn <i>in text</i> .
RI.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.	A.RI.7.2 Determine two or more central ideas in a text.
RI.7.3 Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).	A.RI.7.3 Determine how two individuals, events, or ideas in a text are related.
Craft and Structure	
RI.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 specific word choice (e.g., alliteration) on meaning and tone.	A.RI.7.4 Determine how words or phrases are used to persuade or inform a text.

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.	A.RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text.
RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	A.RI.7.6 Determine an author’s purpose or point of view.
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).	A.RI.7.7 Compare a text to an audio, video, or multimedia version of the same text.
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.	A.RI.7.8 Determine how a claim or reason fits into the overall structure of an informational text.
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.	A.RI.7.9 Compare and contrast how different texts on the same topic present the details.
Range of Reading and 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.	A.RI.7.10 Demonstrate understanding while actively reading or listening to literary nonfiction.

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

Writing	
Text Types and Purposes	
W.7.1 Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. - 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.	A.W.7.1 <i>With guidance and support</i>, write claims about topics or texts. <i>Given a topic or text</i>, write one claim about it. - Write one or more reasons to support a claim about a topic or text. - Use temporal words (<i>e.g.</i>, first, next, also) to create cohesion. - Not applicable - Not applicable
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 clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (<i>e.g.</i>, headings), graphics (<i>e.g.</i>, 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 create cohesion and clarify the	A.W.7.2 <i>With guidance and support</i>, write to share information supported by details. - Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. - Provide facts, details, or other information related to the topic. - Not applicable - Select domain-specific vocabulary to use in writing about the topic. - Not applicable - Not applicable

relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	A.W.7.3 <i>With guidance and support</i>, write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. b. Not applicable c. Use temporal words (e.g., first, then, next) to signal order. d. Use words that describe feelings of people or characters in the narrative. e. Not applicable
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.)	A.W.7.4 <i>With guidance and support</i>, produce writing that is appropriate for the task, purpose, or audience.

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.	A.W.7.5 With guidance and support from adults and peers, plan before writing and revise own writing.
W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite source to interact and collaborate with others, including linking to and citing sources.	A.W.7.6 <i>With guidance and support</i> , use technology, including the Internet, to produce writing to interact and collaborate with others.
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.	A.W.7.7 <i>With guidance and support</i> , conduct research to answer a question based on multiple sources of information.
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.	A.W.7.8 <i>With guidance and support</i> , identify quotes providing relevant information about a topic from multiple print or digital sources.
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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 b. Apply Grade 7 Reading standards to literary nonfiction and/or informational 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”).	A.W.7.9 <i>With guidance and support</i> , use information from literary and informational text to support writing. a. Apply MS AAAS of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters”). b. Apply MS AAAS of Grade 7 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument”).

Range of Reading and Level of Text Complexity	
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.	A.W.7.10 <i>With guidance and support</i> , write routinely for a variety of tasks, purposes, and audiences.

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

Speaking and Listening	
Comprehension and Collaboration	
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	A.SL.7.1 Engage in collaborative discussions. a. Come to discussions prepared to share information. b. Follow simple, agreed-upon rules for discussions and carry out assigned roles. c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion. d. Acknowledge new information expressed by others in a discussion.
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	A.SL.7.2 Identify details related to the main idea of a text presented orally or through other media.

SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	A.SL.7.3 Determine whether the claims made by a speaker are fact or opinion.
Presentation of Knowledge and Ideas	
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	A.SL.7.4 Present findings on a topic including relevant descriptions, facts, or details.
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	A.SL.7.5 Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	A.SL.7.6 Communicate precisely (i.e., provide complete information) or efficiently (i.e., <i>provide concise information</i>) as required by the context, task, and communication partner.

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

Language	
Conventions of Standard English	
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	A.L.7.1 Demonstrate standard English grammar and usage when communicating. a. Not applicable b. Produce complete simple sentences when writing or communicating. c. Not applicable

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). b. Spell correctly.	A.L.7.2 Demonstrate understanding of conventions of standard English. a. Use end punctuation when writing a sentence or question. b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
Knowledge of Language	
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	A.L.7.3 Use language to achieve desired outcomes when communicating. a. Use precise language as required to achieve desired meaning.
Vocabulary Acquisition and Use	
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 7 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of a word or phrase (e.g., by checking	A.L.7.4 Demonstrate knowledge of word meanings. a. Use context to determine which word is missing from a text. b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. d. Not applicable

the inferred meaning in context or in a dictionary).	
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	A.L.7.5 Demonstrate understanding of word relationships and use. a. Identify the literal and nonliteral meanings of words in context. b. Demonstrate understanding of synonyms and antonyms. c. Not applicable
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	A.L.7.6 Use general academic and domain-specific words and phrases across contexts.

Grade 8

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

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student’s individualized education program (IEP).

Reading Literature	
Key Ideas and Details	
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	A.RL.8.1 Cite text to support inferences from stories and poems.
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.	A.RL.8.2 Recount an event related to the theme or central idea, including details about character and setting.
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	A.RL.8.3 Identify which incidents in a story or drama lead to subsequent action.
Craft and Structure	
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	A.RL.8.4 Determine connotative meanings of words and phrases in a text.
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.	A.RL.8.5 Compare and contrast the structure of two or more texts.

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.	A.RL.8.6 Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.
Integration of Knowledge and Ideas	
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	A.RL.8.7 Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.
RL.8.8 Not applicable	A.RL.8.8 Not applicable
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.	A.RL.8.9 Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.
Range of Reading and Level of Text Complexity	
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6–8 text complexity band independently and proficiently.	A.RL.8.10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.
Reading Informational Text	
Key Ideas and Details	
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	A.RI.8.1 Cite text to support inferences from informational 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 emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	A.RI.8.2 Provide a summary of a familiar informational text.
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	A.RI.8.3 Recount events in the order they were presented in the text.

Craft and Structure	
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	A.RI.8.4 Determine connotative meanings of words and phrases in a text.
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.	A.RI.8.5 Locate the topic sentence and supporting details in a paragraph.
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.	A.RI.8.6 Determine an author’s purpose or point of view and identify examples from text that describe or support it.
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.	A.RI.8.7 Determine whether a topic is best presented as audio, video, multimedia, or text.
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.	A.RI.8.8 Determine the argument made by an author in an informational text.
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.	A.RI.8.9 Identify where two different texts on the same topic differ in their interpretation of the details.
Range of Reading and 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.	A.RI.8.10 Demonstrate understanding while actively reading or listening to literary nonfiction.

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

Writing	
Text Types and Purposes	
W.8.1 Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. - 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), counterclaims, reasons, and evidence. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the argument presented.	A.W.8.1 <i>With guidance and support</i>, write claims about topics or texts. - Introduce the claim and provide reasons or pieces of evidence to support it. - Write reasons to support a claim about a topic or text. - Not applicable - Not applicable - Not applicable
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. - 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. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	A.W.8.2 <i>With guidance and support</i>, write to share information supported by details. - Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. - Write one or more facts or details related to the topic. - Write complete thoughts as appropriate. - Use domain-specific vocabulary related to the topic. - Not applicable - Provide a closing.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
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.	A.W.8.3 <i>With guidance and support, write about events or personal experiences.</i> a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. b. Not applicable c. Use temporal words (e.g., first, then, next) to signal order. d. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events. e. Provide a closing.
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.	A.W.8.4 <i>With guidance and support, produce writing that is appropriate for the task, purpose, or audience.</i>

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.	A.W.8.5 With guidance and support from adults and peers, plan before writing and revise own writing.
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.	A.W.8.6 <i>With guidance and support</i> , use technology, including the internet, to produce writing to interact and collaborate with others.
Research to Build and Present Knowledge	
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	A.W.8.7 <i>With guidance and support</i> , conduct short research projects to answer and pose questions based on one source of information.
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.	A.W.8.8 Select quotes providing relevant information about a topic from multiple print or digital sources.
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>Grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.”). b. Apply <i>Grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the	A.W.8.9 <i>With guidance and support</i> , use information from literary and informational text to support writing. a. Apply <i>MS AAAS of Grade 8 Reading Standards</i> to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas”). b. Apply <i>MS AAAS of Grade 8 Reading Standards</i> to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument”).

evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”).	
Range of Reading and Level of Text Complexity	
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.	A.W.8.10 <i>With guidance and support</i> , write routinely for a variety of tasks, purposes, and audiences.

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

Speaking and Listening	
Comprehension and Collaboration	
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>Grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision- making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	A.SL.8.1 Engage in collaborative discussions. a. Come to discussions prepared to share information previously studied. b. Follow simple rules and carry out assigned roles during discussions. c. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion. d. Acknowledge new information expressed by others in a discussion and relate it to own ideas.

SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	A.SL.8.2 Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.
SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.\	A.SL.8.3 Determine the argument made by a speaker on a topic.
Presentation of Knowledge and Ideas	
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	A.SL.8.4 Present descriptions, facts, or details supporting specific points made on a topic.
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	A.SL.8.5 Include multimedia and visual information into presentations.
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	A.SL.8.6 Adapt communication to a variety of contexts and tasks.

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

Language	
Conventions of Standard English	
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. - Form and use verbs in the active and passive voice. - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. - Recognize and correct inappropriate shifts in verb voice and mood.	A.L.8.1 Demonstrate standard English grammar and usage when communicating. - Not applicable - Form and use the simple verb tenses (e.g., I walked, I walk, I will walk). - Use appropriate verbs to match nouns. - Not applicable
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use punctuation (comma, ellipsis, dash) to indicate a pause or break. - Use an ellipsis to indicate an omission. - Spell correctly.	A.L.8.2 Demonstrate understanding of conventions of standard English. - Use end punctuation and capitalization when writing a sentence or question. - Not applicable - Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
Knowledge of Language	
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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).	A.L.8.3 Use language to achieve desired outcomes when communicating. Use to-be verbs (e.g., am, are, is, was, were, be, become, became) accurately when writing and communicating.
Vocabulary Acquisition and Use	
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content</i>, choosing flexibly from a range of strategies.	A.L.8.4 Demonstrate knowledge of word meanings. Use context to determine which word is missing from a content area text.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. d. Not applicable
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).	A.L.8.5 Demonstrate understanding of word relationships and use. a. Demonstrate understanding of the use of multiple meaning words. b. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse and household). c. Use descriptive words to add meaning when writing and communicating.
L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	A.L.8.6 Use general academic and domain-specific words and phrases across contexts.

MS AAAS for English Language Arts Grades 9-12

Alternate English Elements 9

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student’s individualized education program (IEP).

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

Reading Literature	
Key Ideas and Details	
RL.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.	A.RL.9.1 Determine which citations (<i>or quotes</i>) demonstrate 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.	A.RL.9.2 Recount events related to the theme or central idea, including details about character and setting.
RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	A.RL.9.3 Determine how characters change or develop over the course of a text.
Craft and Structure	
RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	A.RL.9.4 Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.
RL.9.5 Analyze how an author’s choices concerning how to structure a text, order	A.RL.9.5 Identify where a text deviates from a chronological presentation of events.

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.	A.RL.9.6 Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.
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).	A.RL.9.7 Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).
RL.9.8 Not applicable	A.RL.9.8 Not applicable
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).	A.RL.9.9 Identify when an author draws upon or references a different text.
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 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RL.9.10 Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.
Reading Informational Text	
Key Ideas and Details	
RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A.RI.9.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.
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	A.RI.9.2 Determine the central idea of the text and select details to support it.

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.	A.RI.9.3 Determine logical connections between individuals, ideas, or events in a text.
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).	A.RI.9.4 Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.
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).	A.RI.9.5 Locate sentences that support an author’s central idea or claim.
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.	A.RI.9.6 Determine author’s point of view and compare with own point of view.
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.	A.RI.9.7 Analyze two accounts of a subject told in different mediums to determine how they are the same and different.
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.	A.RI.9.8 Determine how the specific claims support the argument made in an informational text.
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.	A.RI.9.9 Make connections between texts with related themes and concepts.

Range of Reading and Text Complexity	
RI.9.10 By the end of Grade 10, 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.	A.RI.9.10 Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.

The following standards for Grade 9 and 10 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - 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. - 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. - 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. - Establish and maintain a formal style and objective tone while attending	A.W.9.1 Write claims about topics or texts. - Introduce a topic or text and write one claim and one counterclaim about it. - Not applicable - Not applicable - Not applicable - Not applicable

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.9.2 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. - 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. - 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. - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise language and domain-specific vocabulary to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - 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).	A.W.9.2 <i>With guidance and support</i>, write to share information supported by details. - Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate. - Develop the topic with facts or details. - Use complete, simple sentences as appropriate. - Use domain-specific vocabulary when writing claims related to a topic of study or text. - Not applicable - Providing a closing or concluding statement.
W.9.3 Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.	A.W.9.3 <i>With guidance and support</i>, write about events or personal experiences. Write a narrative about a problem, situation, or observation including at least

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	- one character, details, and clearly sequenced events. b. Not applicable c. Organize the events in the narrative using temporal words to signal order as appropriate. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. e. Provide a closing.
Production and Distribution of Writing	
W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	A.W.9.4 <i>With guidance and support</i> , produce writing that is appropriate for the task, purpose, and audience.
W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	A.W.9.5 <i>With guidance and support</i> , develop writing by planning and revising own writing.
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	A.W.9.6 <i>With guidance and support</i> , use technology, including the internet, to produce, publish, and update individual or shared writing products.

display information flexibly and dynamically.	
Research to Build and Present Knowledge	
W.9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A.W.9.7 <i>With guidance and support</i> , conduct research projects to answer questions posed by self and others using multiple sources of information.
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.	A.W.9.8 <i>With guidance and support</i> , write answers to research questions by selecting relevant information from multiple resources.
W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>Grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare.]”). b. Apply <i>Grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).	A.W.9.9 <i>With guidance and support</i> , use information from literary and informational text to support writing. a. Apply MS AAAS <i>Grade 9 Reading Standards</i> to literature (e.g., “Identify when an author has drawn upon or included references to another text”). b. Apply MS AAAS <i>of Grade 9 Reading Standards</i> to informational texts (e.g., “Use sound reasons for supporting the claims and argument”).
Range of Reading and Level of Text Complexity	
W.9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single	A.W.9.10 <i>With guidance and support</i> , write routinely over time for a range of tasks, purposes, and audiences.

sitting or a day or two) for a range of tasks, purposes, and audiences.	
---	--

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

Speaking and Listening	
Comprehension and Collaboration	
SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grades 9–10 topics, texts, and issues</i>, 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 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. - 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. - 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	A.SL.9.1 Engage in collaborative discussions. - Prepare for discussions by collecting information on the topic. - Work with adults and peers to set rules for discussions. - Relate the topic of discussion to broader themes or ideas. - Indicate agreement or disagreement with others during discussions.

of the evidence and reasoning presented.	
SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	A.SL.9.2 Determine the accuracy of information presented in diverse media or formats.
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.	A.SL.9.3 Determine the speaker's point of view on a topic.
Presentation of Knowledge and Ideas	
SL.9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	A.SL.9.4 Present an argument on a topic with logically organized claims, reasons, and evidence.
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.	A.SL.9.5 Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.
SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	A.SL.9.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

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

Language	
Conventions of Standard English	
L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial,	A.L.9.1 Demonstrate standard English grammar and usage when communicating. a. Not applicable b. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and

prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	prepositions) in writing or communication to convey information.
L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	A.L.9.2 Demonstrate understanding of conventions of standard English. a. Use a comma and conjunction to combine two simple sentences. b. Not applicable c. Spell most <i>high-frequency</i> words correctly and apply knowledge of word chunks in spelling longer words.
Knowledge of Language	
L.9.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	A.L.9.3 Use language to achieve desired outcomes when communicating. a. Vary syntax when writing and communicating.
Vocabulary Acquisition and Use	
L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g.,	A.L.9.4 Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown. b. <i>Not applicable</i> c. Consult reference materials (e.g., dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. d. Not applicable (See A.L.9- 10.4.c. above.)

<i>analyze, analysis, analytical; advocate, advocacy).</i> c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	A.L.9.5 Demonstrate understanding of word relationships and use. a. Interpret common figures of speech. b. Determine the intended meaning of multiple meaning words.
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.	A.L.9.6 Use general academic and domain-specific words and phrases across contexts.

Alternate English Elements 10

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student’s individualized education program (IEP).

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

Reading Literature	
Key Ideas and Details	
RL.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.	A.RL.10.1 Determine which citations (or quotes) demonstrate 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.	A.RL.10.2 Recount events related to the theme or central idea, including details about character and setting.
RL.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	A.RL.10.3 Determine how characters change or develop over the course of a text.
Craft and Structure	
RL.10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	A.RL.10.4 Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.
RL.10.5 Analyze how an author’s choices concerning how to structure a text, order	A.RL.10.5 Identify where a text deviates from a chronological presentation of events.

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.	A.RL.10.6 When given a point of view or cultural experience in a work of literature from outside the United States. Compare it with own point of view or experience.
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).	A.RL.10.7 Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).
RL.10.8 Not applicable	A.RL.10.8 Not applicable
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).	A.RL.10.9 Identify when an author draws upon or references a different text.
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, in the Grades 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RL.10.10 Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.
Reading Informational Text	
Key Ideas and Details	
RI.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A.RI.10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.
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	A.RI.10.2 Determine the central idea of the text and select details to support it.

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.	A.RI.10.3 Determine logical connections between individuals, ideas, or events in a text.
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).	A.RI.10.4 Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.
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).	A.RI.10.5 Locate sentences that support an author's central idea or claim.
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.	A.RI.10.6 Determine author's point of view and compare with own point of view.
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.	A.RI.10.7 Analyze two accounts of a subject told in different mediums to determine how they are the same and different.
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.	A.RI.10.8 Determine how the specific claims support the argument made in an informational text.
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.	A.RI.10.9 Make connections between texts with related themes and concepts.

Range of Reading and Text Complexity	
RI.10.10 By the end of Grade 10, read and comprehend literary nonfiction in the Grade 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RI.10.10 Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.

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

Writing	
Text Types and Purposes	
W.10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - 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. - 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. - 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. - Establish and maintain a formal style and objective tone while attending	A.W.10.1 <i>With guidance and support</i>, write claims about topics or texts. - Introduce a topic or text and write one claim and one counterclaim about it. - Not applicable - Not applicable - Not applicable - Not applicable

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.10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - 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. - 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. - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise language and domain-specific vocabulary to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - 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).	A.W.10.2 <i>With guidance and support</i>, write to share information supported by details. - Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate. - Develop the topic with facts or details. - Use complete, simple sentences as appropriate. - Use domain-specific vocabulary when writing claims related to a topic of study or text. - Not applicable - Providing a closing or concluding statement.
W.10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	A.W.10.3 <i>With guidance and support</i>, write about events or personal experiences. Write a narrative about a problem, situation, or observation including at

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	- least one character, details, and clearly sequenced events. b. Not applicable c. Organize the events in the narrative using temporal words to signal order as appropriate. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. e. Provide a closing.
Production and Distribution of Writing	
W.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	A.W.10.4 <i>With guidance and support,</i> produce writing that is appropriate for the task, purpose, and audience.
W.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	A.W.10.5 <i>With guidance and support,</i> develop writing by planning and revising own writing.
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	A.W.10.6 <i>With guidance and support,</i> use technology, including the internet, to produce, publish, and update individual or shared writing products.

display information flexibly and dynamically.	
---	--

Research to Build and Present Knowledge	
W.10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A.W.10.7 <i>With guidance and support</i> , conduct research projects to answer questions posed by self and others using multiple sources of information.
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.	A.W.10.8 <i>With guidance and support</i> , write answers to research questions by selecting relevant information from multiple resources.
W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>Grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare.]”). b. Apply <i>Grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).	A.W.10.9 <i>With guidance and support</i> , use information from literary and informational text to support writing. a. Apply <i>MS AAAS Grade 10 Reading Standards</i> to literature (e.g., “Identify when an author has drawn upon or included references to another text”). b. Apply <i>MS AAAS of Grade 10 Reading Standards</i> to informational texts (e.g., “Use sound reasons for supporting the claims and argument”).
Range of Reading and Level of Text Complexity	
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.	A.W.10.10 <i>With guidance and support</i> , write routinely over time for a range of tasks, purposes, and audiences.

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

Speaking and Listening	
Comprehension and Collaboration	
SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	A.SL.10.1 Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with adults and peers to set rules for discussions. c. Relate the topic of discussion to broader themes or ideas. d. Indicate agreement or disagreement with others during discussions.

SL.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	A.SL.10.2 Determine the credibility of information presented in diverse media or formats.
SL.10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	A.SL.10.3 Determine the speaker's point of view on a topic.
Presentation of Knowledge and Ideas	
SL.10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	A.SL.10.4 Present an argument on a topic with logically organized claims, reasons, and evidence.
SL.10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	A.SL.10.5 Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.
SL.10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	A.SL.10.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

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

Language	
Conventions of Standard English	
L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun,	A.L.10.1 Demonstrate standard English grammar and usage when communicating. a. Not applicable b. Use a variety of parts of speech (e.g., nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.

relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	A.L.10.2 Demonstrate understanding of conventions of standard English. a. Use a comma and conjunction to combine two simple sentences. b. Not applicable c. Spell most high-frequency words correctly and apply knowledge of word chunks in spelling longer words.
Knowledge of Language	
L.10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	A.L.10.3 Use language to achieve desired outcomes when communicating. a. Vary syntax when writing and communicating.
Vocabulary Acquisition and Use	
L.10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	A.L.10.4 Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown. b. <i>Not applicable</i> c. Consult reference materials (e.g., dictionaries and online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. d. Not applicable (See A.L.9- 10.4.c. above.)

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	A.L.10.5 Demonstrate understanding of word relationships and use. a. Interpret common figures of speech. b. Determine the intended meaning of multiple meaning words.
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.	A.L.10.6 Use general academic and domain-specific words and phrases across contexts.

Alternate English Elements 11

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student’s individualized education program (IEP).

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

Reading Literature	
Key Ideas and Details	
RL.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.	A.RL.11.1 Determine <i>the</i> meaning of <i>the</i> text and cite textual evidence to support explicit and implicit understandings.
RL.11.2 Determine 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.	A.RL.11.2 Recount the main events of the text which are related to the theme or central idea.
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).	A.RL.11.3 Determine how characters, the setting or events change over the course of the story or drama.
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,	A.RL.11.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.

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.	A.RL.11.5 Determine how the author's choice of where to end the story contributes to the meaning.
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).	A.RL.11.6 Determine the point of view when there is a difference between the author's actual language and intended meaning.
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.)	A.RL.11.7 Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.
RL.11.8 Not applicable	A.RL.11.8 Not applicable
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.	A.RL.11.9 Demonstrate explicit understanding of recounted versions of foundational works of American literature.
Range of Reading and Level of Text Complexity	
RL.11.10 By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RL.11.10 Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.

Reading Informational Text	
Key Ideas and Details	
RI.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	A.RI.11.1 <i>Determine the meaning of the text and cite textual evidence to support explicit and implicit understandings.</i>
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.	A.RI.11.2 Determine the central idea of a text; recount the text.
RI.11.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	A.RI.11.3 Determine how individuals, ideas, or events change 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).	A.RI.11.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning of the text.
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.	A.RI.11.5 Determine whether the structure of a text enhances an author's claim.
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.	A.RI.11.6 Determine author's point of view and compare and contrast it with own point of view.
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)	A.RI.11.7 Analyze information presented in different media on related topics to answer questions or solve problems.

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., <i>The Federalist</i> , presidential addresses).	A.RI.11.8 Determine whether the claims and reasoning enhance the author’s argument in an informational text.
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.	A.RI.11.9 Compare and contrast arguments made by two different texts on the same topic.
Range of Reading and Text Complexity	
RI.11.10 By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RI.11.10 Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.

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

Writing	
Text Types and Purposes	
W.11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	A.W.11.1 <i>With guidance and support</i> , write arguments to support claims. Write an argument to support a claim that results from studying a topic or reading a text.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	b. Support claims with reasons and evidence drawn from text. c. Not applicable d. Not applicable e. Not applicable
W.11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so 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	A.W.11.2 <i>With guidance and support</i>, write to share information supported by details. a. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate. b. Develop the topic with relevant facts, details, or quotes. c. Use complete, simple sentences as well as compound and other complex sentences as appropriate. d. Use domain-specific vocabulary when writing claims related to a topic of study or text. e. Not applicable

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).	f. Provide a closing or concluding statement.
W.11.3 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 and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	A.W.11.3 <i>With guidance and support</i>, write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. Not applicable c. Organize the events in the narrative using temporal words to signal order and add cohesion. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. e. Provide a closing.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
Production and Distribution of Writing	
W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A.W.11.4 <i>With guidance and support</i> , produce writing that is appropriate to a particular task, purpose, and audience.
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.	A.W.11.5 <i>With guidance and support</i> , develop and strengthen writing as needed by planning, revising, editing, and rewriting.
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.	A.W.11.6 <i>With guidance and support</i> , use technology, including the internet, to produce, publish, and update an individual or shared writing project.
Research to Build and Present Knowledge	
W.11.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A.W.11.7 <i>With guidance and support</i> , conduct research projects to answer questions posed by self and others using multiple sources of information.
W.11.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one	A.W.11.8 <i>With guidance and support</i> , write answers to research questions by selecting relevant information from multiple resources.

source and following a standard format for citation.	
W.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>Grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”). b. Apply <i>Grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses].”).	A.W.11.9 <i>With guidance and support</i>, cite evidence from literary or informational texts. a. Apply <i>Grades 11 MS AAAS for Reading Standards</i> to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view]”). b. Apply <i>Grades 11 MS AAAS for Reading Standards</i> to informational texts (e.g., “Compare and contrast reasoning and arguments used in one’s work with those used in seminal U.S. texts”).
Range of Reading and Level of Text Complexity	
W.11.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	A.W.11.10 <i>With guidance and support</i>, write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.

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

Speaking and Listening	
Comprehension and Collaboration	
SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse	A.SL.11.1 Engage in collaborative discussions.

partners on <i>Grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	a. Prepare for discussions by collecting information on the topic. b. Work with peers to set rules and goals for discussions. c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion. d. Respond to agreements and disagreements in a discussion.
SL.11.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	A.SL.11.2 Determine the credibility and accuracy of information presented across diverse media or formats.
SL.11.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	A.SL.11.3 Determine whether the claims and reasoning enhance the speaker’s argument on a topic.

Presentation of Knowledge and Ideas	
SL.11.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	A.SL.11.4 Present an argument on a topic using an organization appropriate to the purpose, audience, and task.
SL.11.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	A.SL.11.5 Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.
SL.11.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	A.SL.11.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

The following standards for Grade 11 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in Grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.11.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.	A.L.11.1 Demonstrate standard English grammar and usage when communicating. a. Use conventions of standard English when needed. b. Use digital, electronic, and other resources and tools to improve uses of language as needed.

L.11.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	A.L.11.2 Demonstrate understanding of conventions of standard English. a. Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing. b. Spell most <i>high-frequency</i> words correctly and apply knowledge of word chunks in spelling longer words.
Knowledge of Language	
L.11.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. 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.	A.L.11.3 Use language to achieve desired outcomes when communicating. a. Vary sentence structure using a variety of simple and compound sentence structures.
Vocabulary Acquisition and Use	
L.11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grades 11–12 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	A.L.11.4 Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown words. b. <i>Not applicable</i> c. <i>Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</i> d. <i>Not applicable</i>

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.11.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	A.L.11.5 Demonstrate understanding of word relationships and use. a. <i>Identify real life connections between words and their use.</i> b. Not applicable
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.	A.L.11.6 Use general academic and domain-specific words and phrases across contexts.

Alternate English Elements 12

The alternate standards address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP).

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

Reading Literature	
Key Ideas and Details	
RL.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.	A.RL.12.1 Determine <i>the meaning of the text</i> and cite textual evidence to support explicit and implicit understandings.
RL.12.2 Determine 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.	A.RL.12.2 Recount the main events of the text which are related to the theme or central idea.
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).	A.RL.12.3 Determine how characters, the setting or events change over the course of the story or drama.
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.)	A.RL.12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.

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.	A.RL.12.5 Determine how the author’s choice of where to end the story contributes to the meaning.
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).	A.RL.12.6 Determine the point of view when there is a difference between the author’s actual language and intended meaning.
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.)	A.RL.12.7 Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.
RL.12.8 Not applicable	A.RL.12.8 Not applicable
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.	A.RL.12.9 Demonstrate explicit understanding of recounted versions of foundational works of American literature.
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, in the Grades 12–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RL.12.10 Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.

Reading Informational Text	
Key Ideas and Details	
RI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	A.RI.12.1 <i>Determine the meaning of the text and cite textual evidence to support explicit and implicit understandings.</i>
RI.12.2 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.	A.RI.12.2 Determine the central idea of a text; recount the text.
RI.12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	A.RI.12.3 Determine how individuals, ideas, or events change 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).	A.RI.12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning of the text.
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.	A.RI.12.5 Determine whether the structure of a text enhances an author's claim.
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.	A.RI.12.6 Determine author's point of view and compare and contrast it with own point of view.
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.	A.RI.12.7 Analyze information presented in different media on related topics to answer questions or solve problems.

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., <i>The Federalist</i> , presidential addresses).	A.RI.12.8 Determine whether the claims and reasoning enhance the author’s argument in an informational text.
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.	A.RI.12.9 Compare and contrast arguments made by two different texts on the same topic.
Range of Reading and Text Complexity	
RI.12.10 By the end of Grade 12, read and comprehend literary nonfiction in the Grades 12–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	A.RI.12.10 Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.

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

Writing	
Text Types and Purposes	
W.12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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	A.W.12.1 <i>With guidance and support</i> , write arguments to support claims. a. Write an argument to support a claim that results from studying a topic or reading a text. b. Support claims with reasons and evidence drawn from text. c. Not applicable d. Not applicable



logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	e. Not applicable
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 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	A.W.12.2 <i>With guidance and support</i>, write to share information supported by details. a. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate. b. Develop the topic with relevant facts, details, or quotes. c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate. d. Use domain-specific vocabulary when writing claims related to a topic of study or text. e. Not applicable f. Provide a closing or concluding statement.

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 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 and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	A.W.12.3 <i>With guidance and support</i>, write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. Not applicable c. Organize the events in the narrative using temporal words to signal order and add cohesion. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. e. Provide a closing.

Production and Distribution of Writing	
W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A.W.12.4 <i>With guidance and support</i> , produce writing that is appropriate to a particular task, purpose, and audience.
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.	A.W.12.5 <i>With support from adults</i> , develop and strengthen writing as needed by planning, revising, editing, and rewriting.
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.	A.W.12.6 <i>With guidance and support</i> , use technology, including the internet, to produce, publish, and update an individual or shared writing project.
Research to Build and Present Knowledge	
W.12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A.W.12.7 <i>With guidance and support</i> , conduct research projects to answer questions posed by self and others using multiple sources of information.
W.12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	A.W.12.8 <i>With guidance and support</i> , write answers to research questions by selecting relevant information from multiple resources.
W.12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>Grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more	A.W.12.9 <i>With guidance and support</i> , cite evidence from literary or informational texts. a. Apply <i>Grades 12 MS AAAS for Reading Standards</i> to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view]”).



texts from the same period treat similar themes or topics.”). b. Apply <i>Grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses].”).	b. Apply <i>Grades 12 MS AAAS for Reading Standards</i> to informational texts (e.g., “Compare and contrast reasoning and arguments used in one’s work with those used in seminal U.S. texts”).
Range of Reading and Level of Text Complexity	
W.12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	A.W.12.10 <i>With guidance and support</i> , write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.

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

Speaking and Listening	
Comprehension and Collaboration	
SL.12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.	A.SL.12.1 Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with peers to set rules and goals for discussions. c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion. d. Respond to agreements and disagreements in a discussion.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	
SL.12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	A.SL.12.2 Determine the credibility and accuracy of information presented across diverse media or formats.
SL.12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	A.SL.12.3 Determine whether the claims and reasoning enhance the speaker's argument on a topic.
Presentation of Knowledge and Ideas	
SL.12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	A.SL.12.4 Present an argument on a topic using an organization appropriate to the purpose, audience, and task.
SL.12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	A.SL.12.5 Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.
SL.12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	A.SL.12.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

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

Language	
Conventions of Standard English	
L.12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.	A.L.12.1 Demonstrate standard English grammar and usage when communicating. a. Use conventions of standard English when needed. b. Use digital, electronic, and other resources and tools to improve uses of language as needed.
L.12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	A.L.12.2 Demonstrate understanding of conventions of standard English. a. Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing. b. Spell most <i>high-frequency</i> words correctly and apply knowledge of word chunks in spelling longer words.
Knowledge of Language	
L.12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose or meaning of the text.	A.L.12.3 Use language to achieve desired outcomes when communicating. a. Vary sentence structure using a variety of simple and compound sentence structures.
Vocabulary Acquisition and Use	

L.12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grades 11–12 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	A.L.12.4 Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown words. b. Not applicable c. <i>Consult reference materials (e.g., dictionaries and online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</i> d. <i>Not applicable</i>
L.12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	A.L.12.5 Demonstrate understanding of word relationships and use. a. <i>Identify real life connections between words and their use.</i> b. Not applicable
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.	A.L.12.6 Use general academic and domain-specific words and phrases across contexts.

Effective Date: 2019-2020 School Year

